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# The Effects of Tape Assisted Parent Education Discussions on Fifth Grade Children's Self-esteem and Achievement Levels

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THE EFFECTS OF TAPE ASSISTED PARENT EDUCATION DISCUSSIONS  
ON FIFTH GRADE CHILDREN'S SELF-ESTEEM  
AND ACHIEVEMENT LEVELS

by  
Stephen F. Uhl

A Dissertation Submitted to the Faculty of the Graduate School  
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## VITA

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## CHAPTER I

### INTRODUCTION

An outstanding need of society today is to produce creative, self-actualizing parents and children. Maslow wrote that "the immediate goal of any society which is trying to improve itself is the self-actualization of all individuals."<sup>1</sup>

The task of developing a society of self-actualizing individuals is immense. However, that task seems feasible in the light of the great social wisdom summarized in the ancient proverb: 'Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime.' In the first instance, there is only one productive person, the giver, while the receiver is merely a dependent consumer; in the second instance, the teacher is productive, and the learner becomes another independently productive person. This holds true whether the teacher is helping a parent to become an independently productive parent or whether a parent is the teacher helping a child develop into an independently productive person.

#### Need for the Study

It is necessary to find an economical method of teaching parents to help children, because parents, not trained professionals, are the most natural and available source of help for their children. Yet our society

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<sup>1</sup>A. H. Maslow, "Some Fundamental Questions that Face the Normative Social Psychologist," Journal of Humanistic Psychology 8, no. 2 (1968) : 143-53.

does precious little to help parents teach their children how to fish for their own solutions to their own problems. Far too often a male and a female become physical parents and develop family problems in the pattern established by earlier generations. Then when serious problems of daily living result, a professional therapist or counselor is called on to solve them.

Such dependence on outside professional help continues to perpetuate itself and promises to do so as long as the criteria for parenting and training in parenting remain as inadequate as in past generations. In this context, it seems extremely ironic that in 20th century America where many criteria new to the present generation have to be met before one can be licensed to teach, practice law, sell real estate, drive a car, or even to cut hair, while almost no criteria for parenting have ever been established.

Parenting is surely one of the most demanding and responsibility-laden of all duties, and yet no requirement more stringent than a minimum age and passing a blood test is a necessary antecedent to taking on the awesome responsibility of raising children. It nevertheless remains clear that parents have more influence on children's mental health and potential for productive self-actualization than has any other force or set of forces.

Pathogenic parent-child relationships develop in families that fail to deal adequately with their problems of living as they arise. On the other hand, warm and genuinely accepting relationships are necessary for facilitating self-actualization. Repeated evidence has been found that the necessary and sufficient conditions for a helping or therapeutic relationship are empathy, genuineness, and nonpossessive warmth. The ability to establish these conditions in the family can be taught to parents. However, no economical way of teaching parents on a widespread scale has yet been developed and utilized.

Five facts, then, stand out clearly: (1) society has the important goal of the self-actualization of its members; (2) parenting today lacks adequate criteria and frequently fails to improve over past generations; (3) pathogenic families result from poor parent-child relationships; (4) the necessary conditions of productive family living can be furnished by parents much more readily than by outside professionals; and (5) an economical means of teaching these helping conditions to parents on a widespread basis is needed.

Purpose of the Present Research

It is the purpose of the present research experiment to determine if volunteer parents of fifth graders can be economically taught to become more effective parents by teaching them communication skills and problem solving methods. This parent education program will be directed toward the prevention of inimical or resentful relationships between parent and child that have been found to lead to mental illness while engendering in parent-child relationships the warmth, acceptance, and respect that have been found to be basic to a helping relationship. This experiment attempts to relate parental participation in the program with improved child self-esteem and achievement.

More specifically, the purpose of this research is threefold: (1) to develop an economical and practical means of parent education for enhanced communication and problem solving abilities; (2) to determine the effectiveness of tape-led parent group discussions for enhancing parent-child relationships and parental self-esteem; and (3) to measure changes in the self-esteem and achievement levels of fifth graders whose parents have participated in the training program.



### Hypotheses

Six major hypotheses (along with twenty-three minor hypotheses) will be tested to determine possible statistical significance of changes in parents and children. The major hypotheses follow:

Hypothesis A: Fifth graders' parents who participated in Tape Assisted Parent Education Discussions (TAPED) do not show significantly more positive change than do control parents, as determined by PARI, CPI, and CBRF.

Hypothesis B: Individual pairs of husbands and wives who participated in TAPED do not agree in their family attitudes more closely than do controls, as determined by PARI and CBRF (pre-experiment).

Hypothesis C: Individual pairs of husbands and wives who participated in TAPED do not agree in their family attitudes more closely than do controls, as determined by PARI and CBRF (post-experiment).

Hypothesis D: Individual pairs of husbands and wives who participated in TAPED do not agree in their family attitudes more closely than do controls, as determined by PARI and CBRF (at follow-up).

Hypothesis E: Participants in TAPED who performed more than one-half of assigned homework exercises and activities do not show significantly more positive change as determined by PARI, CPI, and CBRF, than do participants in TAPED who perform at most one-half of assigned homework exercises and activities.

Hypothesis F: Fifth graders whose parents participated in TAPED do not show significantly more positive change than do fifth grade children of control parents, as determined by the SEI and CAT.

### Methodology

To achieve the ends of this study a program of tape-assisted parent education discussions (T.A.P.E.D.) will be designed incorporating principles and activities for improving parent-child communication and independent family problem solving abilities. Homework activities will be included as an integral part of the program.

Couples of volunteering parents of fifth grade children will be randomly assigned to one of two groups of equal size. The experimental parents will meet in groups of approximately five couples each for nine weekly sessions of two hours each. Pre, post, and three month follow-up testing will be conducted.

Parental changes will be measured by use of a revision of the Parent Attitude Research Instrument (PARI),<sup>2</sup> California Psychological Inventory (CPI),<sup>3</sup> and the Child Behavior Rating Form of Coopersmith (CBRF).<sup>4</sup> Changes in individual PARI scores will be used to determine attitudinal changes of parents toward their own children in the areas of democracy, acceptance, and autonomy. The CBRF will be used to assess parents' perceptions of their children's behavior. The self-acceptance scale of the CPI will be used to measure individual changes in parental self-esteem.

Changes in the fifth grade children of the above parents will be measured by the Coopersmith Self-esteem Inventory (CSEI),<sup>5</sup> and the California

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<sup>2</sup>E. S. Schaefer and R. Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development 29 (1958):339-61.

<sup>3</sup>H. G. Gough, California Psychological Inventory Manual (Palo Alto, Calif.: Consulting Psychologist's Press, Inc., c. 1957, rev. 1969).

<sup>4</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

<sup>5</sup>Ibid.

Achievement Tests (CAT).<sup>6</sup> The CSEI will be used to measure the individual child's change in subjective self-esteem or self-acceptance. The CAT will be used to test for changes in these children's achievement levels in reading and mathematics.

Data will be analyzed using Wilks' lambda for the hypotheses with multivariate comparisons. For the hypotheses with univariate comparisons, a simple t-test will be used. The data will be analyzed to determine possible significance of changes between pre-experiment and post-experiment tests as well as between pre-experiment and three month follow-up tests.

### Limitations of the Study

#### Subjectivity of Self-Esteem

A person's self-esteem is based in objective reality; but the final self-evaluation is made by each individual only after the in-input from outside or objective reality has been subjectively perceived and/or interpreted. Since the final judge of what contributes to self-worth is the person's very private perceptions, the medical model which would define sickness-health categories in terms of objective stereotypes needs to be rejected by educators and psychologists who hold that self-actualization often implies hearing and marching to the beat of a different drummer.

#### The Narrow and Mechanical Nature of Programmed Materials

A further limitation on the present experimental treatment is the mechanical nature of programmed material itself. This allows identical experimenter input for each treatment group, but at the same time it obviates

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<sup>6</sup>Ernest W. Tiegs and Willis W. Clark, California Achievement Tests, Complete Battery-Level 3 (Monterey, Calif.: McGraw-Hill, Inc., 1970).

adaptability to changing human circumstances from group to group or session to session. A specific limitation that follows naturally from this mechanical nature of programmed material is the elimination from this experiment of single parents. The tape recorded material is directed to mothers and fathers as couples, as are some of the requested activities at home; so both the presentation of the theory and the practice activities are somewhat inappropriate to the single parent situation.

#### Possible Contaminating Influences of the Timekeeper or Convener

A timekeeper with a back-up from the same group will be chosen by lot for each group of experimental parents. This timekeeper will start and stop the portable tape recorder, set the timer which indicates when a given exercise or discussion is to terminate, take attendance, pass out weekly exercise sheets, and collect homework from the group members.

It is recognized that the influence of the timekeeper will vary from group to group. However, since the purpose of this TAPED program is to function as a practical program, and since in the practical use of such a program, timekeeper influence would be unavoidable, it is to be accepted.

#### Limited Personal Contact of the Experimenter with the Subjects

While the timekeeper eliminates the need for the presence of the experimenter, in general, it is foreseen that at the first session experimental parents will have questions that only the experimenter can answer. If these questions were to be left unanswered, frustration leading to increased dropouts might well be expected. In order to reduce this probability of dropouts, the experimenter will make himself available to the group for twenty minutes at the end of the first session.

### Possible Implications of the Present Study

It is hoped that this experimental program for parents will prove instrumental in improving parental self-acceptance and parent-child relationships in such a way that child self-acceptance and academic achievement also result. If such improvements are noted, then this economical program could be made available to parents choosing to participate in it.

Similar programs for parents on a broad scale could be coordinated and supervised by school teachers, counselors, or psychologists--even by interested lay persons without professional training. It is perhaps too optimistic to envision the majority of parents participating in a formal training course to improve their parenting ability; however, if those couples who felt the need for such a course were no longer seriously hindered by financial reasons, it seems reasonable to anticipate that at least they could have more opportunity to become more effective parents.

If the present program should prove of significant help for two-parent families, the feasibility of adapting the programmed material to single parent families would become greater. This application of such a course to helping the often harried and overwhelmed single parent would be strongly argued for and would deserve careful consideration.

Another intriguing area inviting research is that of programmed family education for parents and older children alike. Rather than waiting for family members to generate the stress and animosity that bring families to psychotherapy, a program such as TAPED might prove adaptable to families or to small groups of families. It seems that such a program stressing mutual acceptance would have strong protagonists in the children.

There remains the further need to examine whether spouses participating in TAPED would profit more by attending the sessions together or separately.

However, the complexity of motivation for attending separately or together would likely make it impossible to establish an etiologic relationship between the amount of profit from attending, on the one hand, and attendance together or separately on the other.

Finally, and perhaps of greater practical importance, would be the study of the effectiveness of TAPED for families when only one spouse participates. It frequently happens that because mothers feel greater need for help in raising children than do fathers, they much more readily avail themselves of such programs. It seems likely that wives of uninvolved fathers could profit from a program similar to TAPED.

#### Summary

The problem to be considered, then, is whether an educational approach to family problem solving can be developed and made available to families so as to eliminate much of the need for expensive professional help. Psychologists and psychiatrists have long held that members of families become mentally ill and need to depend on professional curative efforts in order to get well. However, since it is really parents who have the most extensive and intensive influence on their children, it is hoped that educational efforts to teach parents how to deal with the relational problems of family living will prove more productive than the limited and expensive curative efforts of professionals.

The purpose of this research is to determine the effectiveness of an inexpensive programmed course of parent education discussions for enhancing parental self-esteem and parent-child relationships aimed at enhanced child self-esteem and increased achievement levels. If such a program proves to be effective, it could be made readily available to parents at a small fraction

of the cost of personally led parent training approaches.

The method of parent treatment will be parental participation in nine weekly tape-led parent education discussion group meetings. These small group discussions will deal with subject matter similar to that presented in person-led Parent Effectiveness Training groups.

The results of the experimental treatment will be measured by pre, post, and three month follow-up testing of experimental parents and their fifth grade children. The same objectively scored tests will be given to control parents and children.

The following chapter contains a review of the literature pertinent to this research. Chapter III gives a detailed description of the experimental procedures and materials used. In Chapter IV statistical results of the hypothesis testing are presented. Chapter V contains a discussion of these results, and the final chapter presents a general summary of the present research experiment with indications for further investigation.

## CHAPTER II

### REVIEW OF THE LITERATURE

The following review of research indicates the principal background findings that give direction to the current experiment. The first section of the literature reviewed deals with the central and pervasive influence that parents have on the mental health of their families.

Section II brings out some of the complex relationships between children's self-esteem and parent-child relationships. Special attention is paid to the research relating children's self-esteem to parental attitudes of democracy, acceptance, and encouragement of children's autonomy. Section III reviews literature relating parental self-esteem and parent-child relationships.

Section IV examines the research evidence for relationships between children's self-esteem and academic achievement. Following the research review on self-expectation and expectations of significant others as related to achievement and self-esteem, research dealing with the relation between children's self-esteem and academic achievement, especially in reading and mathematics, is reviewed. This relationship is examined primarily as it applies to elementary school children.

In Section V, the literature which bears on discussion group approaches to parent education is reviewed. The productivity of counseling parents of underachieving students is briefly examined. The small body of Parent Effectiveness Training literature is reported, since P.E.T. incorporates much of the orientation necessary for establishing a helping relationship with



children. Finally, the research findings dealing with the feasibility of using audio-recordings to replace the professional leader in small discussion groups are examined.

### Importance of Parents as Teacher-therapists for their Families

Without the help of a child's family or a study of that particular child in his own family setting, neither clinician nor educator can fully comprehend the purposiveness of a child's strivings for self-actualization. From their studies of families with atypically behaving members, Laing and Esterson found that isolated actions may appear socially senseless but when seen in their family context make sense, ". . . and those sociologists who think they can find out what goes on by analyzing medical records are merely trying to turn clinical sows' ears into statistical silk purses."<sup>1</sup> These researchers give evidence for the popular conception that mental illness "runs in families," but they agree with Szasz that such "madness" springs from problems of living, especially problems of family living.<sup>2</sup>

From in-depth study of pathogenic families, Henry found that there were always inimical interpersonal perceptions or actual inimical relationships before the development of psychopathology; the rejected children became the parents' enemies before they became schizophrenic. Henry saw this inimical relationship as "a necessary precondition for the formation of psychosis."<sup>3</sup>

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<sup>1</sup>R. D. Laing and A. Esterson, Sanity, Madness and the Family, 2d ed. (New York: Basic Books, Inc., 1971), p. ix.

<sup>2</sup>Thomas S. Szasz, "The Myth of Mental Illness," in Theories of Psychopathology, ed. Theodore Millon (Philadelphia: W. B. Saunders Co., 1967), pp. 111-18.

<sup>3</sup>Jules Henry, Pathways to Madness (New York: Random House, 1971), p. 449.

On the other hand, Hurley found that children's individual problem solving abilities were greater if their parents were accepting rather than rejecting.<sup>4</sup> These children of accepting parents scored higher on intelligence tests than did children of rejecting parents.

Researchers have repeatedly found that parents can be trained rather quickly to develop the essential characteristics of a helping or therapeutic relationship. Guerney<sup>5</sup> and Stover and Guerney<sup>6</sup> trained mothers of disturbed children in client-centered play-therapy after the mode of Rogers<sup>7</sup> and Axline.<sup>8</sup> Stover and Guerney found that after only four small group training sessions these mothers' changed reactions to their children brought about reduced aggression in the children.

Truax and Carkhuff<sup>9</sup> and Carkhuff<sup>10</sup> trained laymen, hospital attendants, teachers and undergraduates, in the techniques of demonstrating empathy, genuineness, and non-possessive warmth to become effective therapists. Reiff

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<sup>4</sup>John R. Hurley, "Parental Acceptance-Rejection and Children's Intelligence," in Readings in the Psychology of Parent-Child Relations, ed. G. R. Medinnus (New York: Wiley, 1967).

<sup>5</sup>B. G. Guerney, "Filial Therapy: Description and Rationale," Journal of Consulting Psychology 28 (1964):304-10.

<sup>6</sup>L. Stover and B. G. Guerney, "The Efficacy of Training Procedures for Mothers in Filial Therapy," Psychotherapy: Theory, Research and Practice 4 (1967):110-16.

<sup>7</sup>Carl R. Rogers, Client Centered Therapy (Boston: Houghton Mifflin, 1951); Carl R. Rogers, "The Necessary and Sufficient Condition of Therapeutic Personality Change," Journal of Consulting Psychology 21 (1957):95-103.

<sup>8</sup>Virginia M. Axline, Play Therapy, rev. ed., 1969 (New York: Ballantine Books, 1969).

<sup>9</sup>C. B. Truax and R. R. Carkhuff, Towards Effective Counseling and Psychotherapy: Training and Practice (Chicago: Aldine Publishing Co., 1967).

<sup>10</sup>R. R. Carkhuff, "Differential Functioning of Lay and Professional Helpers," Journal of Counseling Psychology 15 (1968), 117-26.

and Stollak successfully trained collegians to use these client-centered techniques so that they became more effective as play-therapists for young children.<sup>11</sup> Pierce showed that couples systematically trained in interpersonal communication skills improved significantly in these skills and in their ability to elicit self-exploration from their spouses.<sup>12</sup>

Carkhuff and Bierman compared the effects of training parents of emotionally disturbed children in interpersonal skills with the effects of three conventional therapeutic approaches to counseling.<sup>13</sup> All of their groups met for 25 hours of training or therapy. The parents who received the training in interpersonal skills showed significantly better gains in communication ability and discrimination of feeling responses than any other group. This study supported the concept that the training of parents is the preferred mode of treatment of emotionally disturbed children.

Thomas and Birr found that counseling parents of underachievers raised students' self-concepts of ability and achievement levels.<sup>14</sup> Thomas found that counseling ninth graders was ineffective, while he achieved notable success through their parents. Birr achieved similar results with parents and their seventh and eighth grade sons.

<sup>11</sup>Thomas F. Reiff and Gary E. Stollak, Sensitivity to Young Children: Training and its Effects (East Lansing, Mich.: Michigan State University Press, 1972).

<sup>12</sup>Richard M. Pierce, "Training in Interpersonal Communication Skills with the Partners of Deteriorated Marriages," The Family Coordinator (April, 1973): 223-27.

<sup>13</sup>Robert R. Carkhuff and Ralph Bierman, "Training as a Preferred Mode of Treatment of Parents of Emotionally Disturbed Children," Journal of Counseling Psychology 17, no. 2 (1970):157-61.

<sup>14</sup>Shailer Thomas, "An Experiment to Enhance Self-Concept of Ability and Raise School Achievement among Low Achieving Ninth Grade Students." Dissertation Abstracts International 26 (1966), 4870; Donald James Birr, "The Effects of Treatments by Parents and Teachers on the Self-Concept of Ability held by Underachieving Early Adolescent Pupils," Dissertation Abstracts International (1969), 30-A, 1354.

Perkins studied three treatment groups (of five subgroups each) of bright underachieving ninth graders: (1) group one received student group counseling; (2) group two students and mothers receive group counseling separately; and (3) only mothers of group three students received group counseling. Group three students showed as great increases in grade point average and self-acceptance as did either of the other treatment groups. Two of the five subgroups of treatment group three still showed significantly better grade point increases five months later, leading the researcher to suggest that counseling with the mothers alone may be more effective than counseling with the students.<sup>15</sup>

Cook found that the most effective way to help underachieving ninth graders was through group discussions with their parents rather than involving the students in any counseling.<sup>16</sup> Similar findings by Wechsler showed counseling mothers of fourth and fifth grade underachieving boys to be a more effective approach than directly working with the youngsters.<sup>17</sup>

Meyers counseled conjointly seven pairs of parents of underachieving sixth graders for 14 to 21 sessions each. These parents were instrumental in motivating their children to significant academic improvement. At the end of the fifth grade, the children had had no A's and 13% B's; whereas at the end of the sixth grade for these students, 65% of the grades were A or B.<sup>18</sup> In an

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<sup>15</sup>John Alan Perkins, "Group Counseling with Bright Underachievers and their Mothers" (Unpublished doctoral dissertation, University of Connecticut, 1969).

<sup>16</sup>Frances Jeffries Cook, "The Use of Three Types of Group Procedures with Ninth-grade Underachieving Students and their Parents" (Unpublished doctoral dissertation, Kent State University, 1970), Diss. Abst. Int., 1971, 31, 8-A, 3869.

<sup>17</sup>Jill D. Wechsler, "Improving the Self-Concepts of Academic Under-achievers through Maternal Group Counseling," California Journal of Educational Research 22, no. 3 (1971):96-103.

<sup>18</sup>Edward J. Meyers, "Counseling the Parents of Sixth Grade Under-achievers," Boston University Journal of Education 154, no. 1 (1971), 50-53.

experiment very similar to that of Meyers, Edgerly found that the parents motivated their junior high children so that 75% of them improved their grade point average.<sup>19</sup>

The above evidence indicates clearly that the reassessment of parents' roles as educators or teacher-therapists is timely and deserved. It is necessary to agree with Schaefer that the influence of parents on their children begins earlier, lasts longer, is more extensive and more intensive than any other influence.<sup>20</sup> This parental influence that overrides any other can be either pathogenic or health engendering, depending on the personal adequacy of the parents themselves. In the following section one can see some of the complex relationships between parent-child interaction and self-esteem.

#### Self-Esteem and Parent-Child Relationships

There has been an enormous amount of research energy spent in trying to understand the relationships between a child's self-esteem and his relationships with his parents. Wylie, in her monumental review of the literature on self-concept, found it impossible to organize the empirical studies according to an outline of major theoretical principles.<sup>21</sup> She later characterized the self-concept theories as being "in many ways ambiguous, incomplete, and overlapping."<sup>22</sup> Coller very appropriately dubbed the body of

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<sup>19</sup>Robert F. Edgerly, "Parent Counseling in Norwell Junior High School," Boston University Journal of Education 154, no. 1 (1971):54-59.

<sup>20</sup>Earl S. Schaefer, "Parents as Educators: Evidence from Cross-sectional, Longitudinal and Intervention Research," Young Children 27, no. 4 (1972):227-39.

<sup>21</sup>Ruth C. Wylie, The Self Concept (Lincoln, Nebraska: University of Nebraska Press, 1961).

<sup>22</sup>Ruth C. Wylie, "The Present Status of Self Theory," in Handbook of Personality Theory and Research, eds. E. F. Borgatta and W. W. Lambert (Chicago: Rand, McNally, 1968), pp. 728-87.

self-literature a "perplexing plethora," admitting that it "is not only vast but confusing."<sup>23</sup>

#### Inadequately Controlled Studies Abound

Wyllie found "no true antecedent-consequent stimulus-response designs in her review of parent-child interaction and self-concept, but she found common use of response-response designs."<sup>24</sup> Such R-R designs would correlate a youngster's current view of him with his current report of his self-concept, whereas an S-R design correlates an antecedent stimulus with a consequent response, e.g., correlation of participation in a new course with the acquisition of subsequent new knowledge.

The commonness of R-R research in self-concept literature has supplied an overabundance of variables that are correlated with self-esteem without at the same time establishing firm etiologic relations between the variables. Wyllie found that these variables, though perhaps mutually contaminating, may nevertheless furnish helpful suggestive information.

#### Self-Esteem and Parent-Child Interaction--Generally

Wyllie found parent-child interaction to be central and basic for the development of self-esteem.<sup>25</sup> A child's parents are his earliest and most consistently present teacher, critic, support, and reality check. So the

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<sup>23</sup>Allan R. Coller, The Assessment of "Self-Concept" in Early Childhood Education (Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, ED 057910, 1971), p. 73.

<sup>24</sup>Ruth C. Wyllie, The Self Concept (Lincoln, Nebraska: University of Nebraska Press, 1961), p. 135.

<sup>25</sup>Ibid.

parents, as the most significant others in the child's years of dependency, have more influence on his self-concept than any other.

In his comprehensive review of the research on parental discipline, Becker summarized his findings along three dimensions: (1) permissiveness-restrictiveness, (2) warmth-hostility, and (3) calm detachment-anxious emotional involvement. Becker envisioned a limitless number of degrees along each of these three dimensions.<sup>26</sup> These three dimensions parallel very closely those which Baldwin, Kalhoun and Breese had found practical to describe parental attitudes toward children, viz., (1) democracy-domination, (2) acceptance-rejection, and (3) indulgence-autonomy.<sup>27</sup>

Coopersmith, in his study of the self-esteem of fifth graders, found four most noteworthy parent-child conditions accompanying high child self-esteem: (1) clear limit definition, (2) total or near total acceptance of the children, (3) respect and latitude for individual action within the defined limits, and (4) parental self-esteem. The first three parallel the dimensions of Becker, while the fourth has a pervasive influence on the infinitely varied interrelationships among the first three. Coopersmith showed that none of these four conditions is sufficient for high child self-esteem, nor are all necessary for that self-esteem.<sup>28</sup>

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<sup>26</sup>W. C. Becker, "Consequences of Different Kinds of Parental Discipline," in Review of Child Development Research, eds. M. L. Hoffman and L. W. Hoffman (New York: Russell Sage Foundation, 1964) 1, pp. 169-208.

<sup>27</sup>A. L. Baldwin, J. Kalhoun, and F. H. Breese, "Patterns of Parent Behavior," Psychological Monographs 58 (1945):268.

<sup>28</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

### Democracy-Domination and Self-Esteem

In the foregoing review of the literature on acceptance-rejection as it related to self-esteem, there was evident overlap with the indulgence-autonomy factor as well as with the current democracy-domination factor. In the present review of the literature on democracy-domination as it relates to self-esteem, there will be broader and more unavoidable overlap with the other factors, due especially to the frequently perceived central importance of discipline and parental control of children.

A large body of literature has accumulated that indicates the destructive effects and/or ineffectiveness of restrictive, authoritarian discipline for children. Read found that children of dominating parents were overdependent, apathetic, submissive and lacking in creativity.<sup>29</sup> Radke showed how children from restrictive homes had trouble in peer relationships and academic pursuits. This researcher also found that, over the long term, punishment was ineffectual in eliminating undesired behavior.<sup>30</sup> Rokeach related inability to tolerate ambiguity with hostility,<sup>31</sup> while Peterson et al. found dominated children to be shy and withdrawn.<sup>32</sup>

Thus it is easy to agree with Becker that power assertive techniques of discipline tend to be used by hostile parents and lead to aggression in

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<sup>29</sup>K. H. Read, "Parents' Expressed Attitudes and Children's Behavior," Journal of Consulting Psychology 9 (1945):95-100.

<sup>30</sup>M. J. Radke, The Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis: University of Minnesota Press, 1946).

<sup>31</sup>M. Rokeach, The Open and Closed Mind (New York: Basic Books, 1960).

<sup>32</sup>D. R. Peterson, W. C. Shoemaker, D. J. Hellmer, I, and L. A. Hellmer, "Child Behavior Problems and Parental Attitudes," Child Development 32 (1962):151-62.



young children, resistance to authority, power assertion toward other children, fear of punishment and projected hostility. On the other hand, according to Becker, love-oriented discipline tends to be used by accepting parents and leads to the child's acceptance of responsibility for his own transgressions.<sup>33</sup>

Although the authoritarian or power assertive approach to discipline is clearly destructive, the other extreme of permissiveness has risks also. Becker concluded that while permissiveness fostered outgoing, sociable, assertive behaviors and intellectual striving, it also resulted in less persistence and more aggressiveness.

These risks seen by Becker were not found, however, by Watson in the permissive homes. He studied 78 children from one community, 44 children in strictly disciplined homes and 34 with an extraordinary degree of permissiveness. Cause-effect relationships were not definitely indicated, but the correlations ranged from .80 to .87 between permissive upbringing on the one hand and more initiative, less inner hostility and greater spontaneity on the other. Watson found ". . . no clear personality advantage associated in general with strict discipline in a good home."<sup>34</sup>

Coopersmith found that parents of children with low self-esteem were nearly three times as likely to use force or autocratic means to get

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<sup>33</sup>W. C. Becker, "Consequences of Different Kinds of Parental Discipline," in Review of Child Development Research, eds. M. L. Hoffman and L. W. Hoffman (New York: Russell Sage Foundation, 1964) 1, p. 189.

<sup>34</sup>Goodwin Watson, "Some Personality Differences in Children Related to Strict or Permissive Parental Discipline," in Readings in the Psychology of Parent-Child Relations, ed. G. R. Medinnus (New York: Wiley, 1967), pp. 141-54.

cooperation or compliance as were parents of high self-esteem children.<sup>35</sup>

The latter parents stressed discussion and reasoning with their children.

Also, the high self-esteem children were listened to, were more likely to have their needs met, and appeared more significant to their parents. These high esteeming children seemed more significant in their own eyes as well, since they were actively involved in family decision making. And yet parents of high self-esteem children were far more likely to be relatively firm and decisive than were the parents of low self-esteem children, who were hesitant and vacillating parents.

In a study of psychotic females, J. Becker and Siefkes found that daughters with poorer prognoses saw both their fathers and their mothers as more domineering and controlling than did either the schizophrenics with good prognoses or the nonpsychiatric controls.<sup>36</sup> Parental authoritarian control was found by Emmerich to be associated with parental incompetence or ineffective parental role functioning.<sup>37</sup>

Armentrout studied children's reports of their parents' behavior. The reports from his 147 fifth graders and 113 sixth graders showed consistently negative correlations between the extent of perceived parental control and both the degree of parental acceptance and laxness of parental discipline. This same study found consistently high positive correlations

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<sup>35</sup> Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

<sup>36</sup> Joseph Becker and Herbert Siefkes, "Parental Dominance, Conflict, and Disciplinary Coerciveness in Families of Female Schizophrenics," Journal of Abnormal Psychology 74, no. 2 (1969):193-98.

<sup>37</sup> Walter Emmerich, "The Parental Role: A Functional-Cognitive Approach," Monographs of the Society for Research in Child Development 34, no. 8 (1969), 71 pp.

between parent pairs' scores, i.e., to the child, mother and father appeared to present a consistently united front.<sup>38</sup> This clear indication of the unifying power of the child's perception underlines the importance of the need for children to feel free and unthreatened enough to communicate feedback of their perceptions to their parents.

This unthreatened communication of perceptions is of obvious importance, generally, but it seems of special importance where the child's perceptions are especially likely to be inadequate. Such inadequacy of perception very frequently exists in the learning disabled child, for example. And yet Freeman showed that mothers of learning disabled children were consistently more rigid and demanding than mothers of normally achieving children.<sup>39</sup> Comparing mothers' responses on the Parent Attitude Research Instrument, Freeman found mothers of learning disabled children to be significantly more authoritarian and less democratic than other mothers.<sup>40</sup>

Since Vacchiano found that dogmatic parents raise dogmatic children who are slow to allow others to intrude on their belief-disbelief system,<sup>41</sup> it follows quite easily that it is more difficult for the dogmatic personality to learn new knowledge than for the less dogmatic personality.

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<sup>38</sup>James A. Armentrout, "Relationships among Preadolescents' Reports of their Parents' Child-Rearing Behaviors," Psychological Reports 27, no. 3 (1970):695-700.

<sup>39</sup>Mary A. Freeman, "A Comparative Analysis of Attitudes Among Mothers of Children with Learning Disabilities, and Mothers of Children who are Achieving Normally" (Unpublished doctoral dissertation, Northwestern University (1970), Dissertation Abstracts International 30, no. 10-A (1971), 5125.

<sup>40</sup>E. S. Schaefer and R. Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development 29 (1958):339-61.

<sup>41</sup>Ralph Vacchiano, Paul S. Strauss, and Leonard Hockman, "The Open and Closed Mind: A Review of Dogmatism," Psychological Bulletin 71, no. 4 (1969):261-73.

Thus it is no surprise that the more rigid mothers of learning disabled children should aggravate the learning difficulties of their children, setting them further behind their more relaxed peers. In this context it is easy to understand the finding of Miller and Windhauser that learning disabled children have low self-concepts.<sup>42</sup>

The influence of the dogmatic or domineering parent seems to hamper the dependent child's ability to grow and develop his unique individuality. Perhaps the best brief explanation of this restriction of the child's development was offered by Maslow in terms of the basic hierarchical needs of everyone:

. . . safety is the most basic and prepotent need for children, more necessary by far than independence and self-actualization. If adults force this choice . . . between the loss of one (lower and stronger) vital necessity or another (higher and weaker) vital necessity, the child must choose safety even at the cost of giving up self and growth.<sup>43</sup>

Such a dominated and threatened child is not really free to seek fulfilment of his esteem needs. He demonstrates graphically the old maxim that self-preservation is nature's first law; so as long as the child is dependent he must submit, though eventually he is likely to react either by withdrawing from what he resents or by aggressively destroying that repressive force.

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<sup>42</sup>W. H. Miller and E. Windhauser, "Reading Disability--Tendency Toward Delinquency," Clearinghouse 46, no. 3 (1971).

<sup>43</sup>A. H. Maslow, Toward a Psychology of Being, 2d ed. (New York: Van Nostrand Reinhold, 1968), p. 52.

### Acceptance-Rejection and Self-Esteem

Rogers has shown that for a human relationship to be helpful the helper must show empathic understanding of and unconditional positive regard for the one being helped.<sup>44</sup> This acceptance does not rule out genuine disagreement. It is based on the recognition that a child or client has the ability to choose wisely between clearly understood alternatives as long as those alternatives can be freely examined without threat of personal rejection. Kimball showed that lack of acceptance is a basic condition for low self-esteem and feelings of insecurity.<sup>45</sup> Helper found that if parents evaluated their children highly, the children were likely to evaluate themselves highly and become more self-accepting and secure.<sup>46</sup>

Cox found a significant relationship between a child's perception of his parents as loving parents and high self-concept.<sup>47</sup> Coopersmith saw that low self-esteeming children experienced lack of success in getting loving attention and time from significant others.<sup>48</sup> He also found that it was not

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<sup>44</sup>Carl R. Rogers, Client Centered Therapy (Boston: Houghton Mifflin, 1951); Carl R. Rogers, "The Necessary and Sufficient Condition of Therapeutic Personality Change," Journal of Consulting Psychology 21 (1957):95-103; Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin Co., 1961); Carl R. Rogers, "Toward a Modern Approach to Values," Journal of Abnormal and Social Psychology 68, no. 2 (1964):160-67.

<sup>45</sup>B. Kimball, "Case Studies in Educational Failure During Adolescence," American Journal of Orthopsychiatry 23 (1953):406-15.

<sup>46</sup>M. M. Helper, "Parental Evaluations of Children and Children's Self-Evaluations," Journal of Abnormal and Social Psychology 56 (1958):190-94.

<sup>47</sup>S. H. Cox, "Family Background Effects on Personality Development and Social Acceptance" (Unpublished doctoral dissertation, Texas Christian University, 1966).

<sup>48</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

the specific action employed by the parents that could serve as an index of their acceptance, but rather he saw the core of parental sentiments to be the parents' attitudes of love and approval of the child as he is.

Swanson studied 81 white males 6½ to 12 years old--35 normals, 35 learning disordered and 11 emotionally disturbed.<sup>49</sup> All three groups showed the importance of mutuality in acceptance; there was a significant relationship between acceptance by others and of others for all groups. The emotionally disturbed had the lowest self-acceptance; and they showed a corresponding lack of acceptance of and by their parents. The rejection was mutual.

According to Snortum, rejecting and detached fathers, in conjunction with controlling or close-binding mothers, contribute significantly to the etiology of male children's homosexuality, which is frequently a problem of identity and self-acceptance.<sup>50</sup> The major finding of Pritt's study was that male homosexual children saw their fathers as being much less accepting than did heterosexuals.<sup>51</sup> However, the differences between homosexual and heterosexual males did not exist for their perceptions of their mothers.

Cohen, White and Schoolar found identity problems of long standing in their drug abusing subjects who had not assimilated a maternal image.<sup>52</sup>

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<sup>49</sup>Bernice M. Swanson, "Parent-Child Relations: A Child's Acceptance by Others, of Others, and of Self" (Unpublished doctoral dissertation, University of Oklahoma, 1969), Dissertation Abstracts International 30, no. 4-B (1969), 1890.

<sup>50</sup>John R. Snortum, James F. Gillespie, John E. Marshall, John P. McLaughlin, and Ludwig Nosberg, "Family Dynamics and Homosexuality," Psychological Reports 24, no. 3 (1969):763-70.

<sup>51</sup>Thomas E. Pritt, "A Comparative Study Between Male Homosexuals' and Heterosexuals' Perceived Parental Acceptance-Rejection, Self-Concepts and Self-Evaluation Tendencies (Unpublished doctoral dissertation, University of Utah, 1971), Dissertation Abstracts International 30, no. 6-A (1971), 3100-101.

<sup>52</sup>Charles P. Cohen, Elna H. White, and Joseph C. Schoolar, "Interpersonal Patterns of Personality for Drug-Abusing Patients and their Therapeutic Implications," Archives of General Psychiatry 24, no. 4 (1971):353-58.

Rather, the maternal image had been perceived as managerial and narcissistic. These findings corroborated Goldin's earlier conclusions that all deviant groups of children are more likely than normals to report their parents as rejecting.<sup>53</sup>

In a longitudinal study, Sears found both maternal and paternal warmth to be significantly related to high self-concepts in the children.<sup>54</sup> What is appreciably different from Coopersmith's study in this regard is that the parents' warmth had been measured seven years earlier when the children were five years old. The results of Wood are not surprising then, namely, that children with optimism toward their environment tend to have positive feelings of self-esteem and to perceive their mothers as accepting their creative activities in the home.<sup>55</sup>

However, Silverberg predicted, but failed to find support for, a positive relationship between the extent to which children perceive their mothers and fathers as accepting and permissive, on the one hand, and the creativity of the children on the other.<sup>56</sup> It is possible that the socio-economic and intellectual differences between the Silverberg subjects and those of Wood explain these differing conclusions. Wood studied 215 fourth,

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<sup>53</sup>Paul C. Goldin, "A Review of Children's Reports of Parent Behaviors," Psychological Bulletin 71, no. 3 (1969):222-236.

<sup>54</sup>Robert R. Sears, "Relation of Early Socialization Experiences to Self-Concepts and Gender Role in Middle Childhood," Child Development 41, no. 2 (1970):267-290.

<sup>55</sup>Rebecca H. Wood, "Three Environmental Press Variables and their Relationship to Coping Behavior and Creativity in Children" (Unpublished doctoral dissertation, University of Alabama, 1970), Dissertation Abstracts International 30, no. 12-A (1970), 5306-307.

<sup>56</sup>Robert A. Silverberg, "The Relationship of Children's Perceptions of Parental Behavior to the Creativity of their Children" (Unpublished doctoral dissertation, New York University, 1970), Dissertation Abstracts International 30, no. 12-A (1971), 6413-414.

fifth and sixth graders in Tuscaloosa, Alabama, whereas Silverberg studied 204 bright, middle class, fourth graders in New York public schools.

Communicativeness on the part of mothers was seen by Thomas W. Miller as related to children's self-esteem.<sup>57</sup> In his study of 203 eighth grade children and their mothers, he found a significant relationship between maternal descriptiveness in negative situations and child self-esteem. He also found that non-verbal parental behavior affected the child's self-esteem. When such behavior showed empathy, genuineness and positive regard for the child, his self-esteem was correspondingly higher.

Popularity among peers is also affected by parental acceptance. In a study of fourth, fifth and sixth graders, Armentrout selected 96 students on the basis of high or low sociometric popularity with classmates.<sup>58</sup> The popular children reported significantly greater acceptance by their parents than did the unpopular children. A related finding by Armentrout that all his subjects reported greater maternal than paternal acceptance may have meaning for the pushing dads who find it difficult to be satisfied with their children and yet want them to be popular; these efforts can clearly become self-defeating when the child perceives the parental pressure as lack of acceptance.

Piers studied parent-child attitudes among the parents of 140 normal and 97 emotionally disturbed 8-14 year old children.<sup>59</sup> The disturbed children

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<sup>57</sup>Thomas W. Miller, "Communicative Dimensions of Mother-Child Interactions as they affect the Self-Esteem of the Child," Proceedings of the Annual Convention of the American Psychological Association 6, Part 1 (1971), pp. 241-42.

<sup>58</sup>James A. Armentrout, "Sociometric Classroom Popularity and Children's Reports of Parental Child-Rearing Behaviors," Psychological Reports 30, no. 1 (1972):261-62.

<sup>59</sup>Ellen V. Piers, "Parent Prediction of Children's Self-Concepts," Journal of Consulting and Clinical Psychology 38, no. 3 (1972):428-33.



had slightly but significantly lower self-concepts than the normals. However, the groups of parents differed greatly from one another--the parents of the normal children overestimated the self-esteem levels of their children while parents of the emotionally disturbed children underestimated the self-esteem of theirs. This important study suggested that parents' attitudes may be the most significant factor separating emotionally disturbed children from normals. Satisfaction with the child as he is, rather than mere awareness of his feelings, may well be the more crucial issue in the perception of him as needing or not needing professional help.

#### Indulgence-Autonomy and Self-Esteem

Viktor Frankl described how, in the last analysis, man individually does decide for himself in spite of any and all tyranny;<sup>60</sup> so he concluded that education must be directed toward the ability to decide self-responsibly and independent of the educator. Coopersmith found children of high self-esteem to have strong and independent convictions, to be assertive of their rights, to exhibit exploratory behavior, to be less anxious and more capable of dealing with threat than children of low self-esteem.<sup>61</sup> On the other hand he found that children of low self-esteem were often dependent, unable to decide whether they were worthwhile and adequate to life's challenges or not.

The team of Davis and Phares studied children's reports of parents' behavior and parents' child-rearing attitudes and internal-external control

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<sup>60</sup>V. E. Frankl, The Doctor and the Soul (New York: Alfred Knopf, 1957).

<sup>61</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

attitudes as antecedents of children's beliefs that the reinforcements they get are the result of their own behavior (internal control).<sup>62</sup> The internally controlled children, as contrasted with the externals, reported that their parents showed less rejection, less hostile control, less withdrawal of relations, and more positive involvement and consistent discipline.

It was shown by Boyko that there is a positive significant relationship between internal locus of control and both general self-concept and academic self-concept for fourth, fifth and sixth graders.<sup>63</sup> This study pointed up the need for increased educational efforts to develop an internal sense of responsibility for both successes and failures. Coopersmith had found that his high self-esteem fifth graders were much more likely to admit that their punishments were deserved than were their low self-esteem counterparts.<sup>64</sup> Beebe found a positive relationship between internal locus of control and self-esteem for fourth, sixth, eighth and tenth graders.<sup>65</sup>

Thus there is ample research indicating the importance of good parent-child relationships for child self-esteem. Three specific dimensions of parent-child relationships, namely, democracy, acceptance, and encouragement

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<sup>62</sup>William L. Davis and E. Jerry Phares, "Parental Antecedents of Internal-External Control of Reinforcement," Psychological Reports 24, no. 2 (1969):427-36.

<sup>63</sup>George W. Boyko, "The Effects of Methodology on the Self-Concept of Students" (Unpublished doctoral dissertation, University of the Pacific, 1970), Dissertation Abstracts International 31, no. 6-A (1970), 2607.

<sup>64</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

<sup>65</sup>Janis Beebe, "Self-Concept and Internal-External Control in Children and Adolescents" (Unpublished doctoral dissertation, University of Rochester, 1970), Dissertation Abstracts International 31, no. 8-B (1971), 4966-967.

of children's autonomy stood out as being of special importance for child self-esteem. A fourth basic requirement for parent-child relationships that foster child self-esteem is parental self-esteem. This is dealt with in the following section.

#### Parental Self-Esteem and Parent-Child Relations

Wylie cited 21 studies that tried to relate self-acceptance with acceptance of others. On the whole, the evidence seems to indicate a correlation between the two. However, she reiterated her often repeated caution that "(S)ince all of the designs are of the R-R variety, no cause-effect inferences can be drawn."<sup>66</sup>

Coopersmith found that mothers of high esteem children had higher self-esteem and were more emotionally stable than other mothers.<sup>67</sup> These self-esteeming mothers were more accepting of their maternal roles and performed effectively, while their husbands were more attentive to their sons' concerns and were more confiding in those sons. The parents of esteeming children were more compatible and their families were more stable than was so for low esteem families.

Medinnus and Curtis found that there is a significant positive relationship between maternal self-acceptance and child-acceptance and concluded that any attempt to identify antecedents of child-acceptance by the parents as well as those of child self-acceptance should include the area of

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<sup>66</sup>Ruth C. Wylie, The Self Concept (Lincoln, Nebraska: University of Nebraska Press, 1961), p. 240.

<sup>67</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

parental self-acceptance.<sup>68</sup> Tocco<sup>69</sup> and Tocco and Bridges<sup>70</sup> also found a positive significant correlation between mothers' self-concepts and those of their kindergarten and first grade children.

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Luck studied 91 high and 61 low self-esteem males 35-64 years of age.<sup>71</sup> He found that adult self-esteem was not related to the amount of prestige generally attributed to membership in groups or social categories defined by class, ethnic or religious affiliation; rather, self-esteem was found to be associated with variables which apparently affected these males from childhood. Those who reported less feelings of admiration, closeness, and love for parents in childhood were more likely to be low self-esteeming adults. The vicious cycle was then completed when these adults lacking in self-esteem were found to be more submissive, dependent, withdrawn, vulnerable in interpersonal relationships, and to have more problems releasing hostility than adults of high self-esteem.

Thus, while the literature relating parent self-esteem with child self-esteem does not argue conclusively for a causal relationship,

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<sup>68</sup>G. R. Medinnus and F. J. Curtis, "The Relation Between Maternal Self-Acceptance and Child Acceptance," in Readings in the Psychology of Parent-Child Relations, ed. G. R. Medinnus (New York: Wiley, 1967), pp. 103-05.

<sup>69</sup>Thomas S. Tocco, "A Mapping of Parent-Child Self-Concept Transmission in Florida Model Follow Through Participants" (Unpublished doctoral dissertation, University of Florida, 1970), Dissertation Abstracts International 31, no. 11-A (1971), 5861.

<sup>70</sup>T. Salvatore Tocco and Charles M. Bridges, Jr., "Mother-Child Self-Concept Transmission in Florida Model Follow Through Participants," paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971 (ERIC: ED 047079).

<sup>71</sup>Patrick W. Luck, "Social Determinants of Self-Esteem" (Unpublished doctoral dissertation, University of Connecticut, 1969), Dissertation Abstracts International 30, no. 2-A (1969), 810.

nevertheless significant positive correlations between maternal self-esteem and child self-esteem have been found repeatedly. A study of low self-esteem male adults showed how children who had not perceived themselves as being esteemed by their parents became adults who were also lacking in self-esteem.

### Academic Achievement and Child Self-Esteem

In her review of the literature on the influence of the self-concept on learning, Wylie found only three studies which she admitted were "impossible to synthesize into a common conclusion."<sup>72</sup> However, there is no longer any dearth of such studies for they have proliferated in the decade following. Nevertheless such studies do remain impossible to synthesize in a desirable fashion.

### Aspiration, Achievement and Self-Esteem

#### Self-Expectations and Achievement

Coopersmith concluded that ". . . persons with high self-esteem seem to expect more of themselves than do others and presumably gain their own esteem by meeting those expectations rather than lowering their self-demands."<sup>73</sup> Gilmore corroborated this conclusion: "The one most important factor which apparently differentiates the . . . productive individual from the non-productive one is the quality of self esteem. . . ."<sup>74</sup>

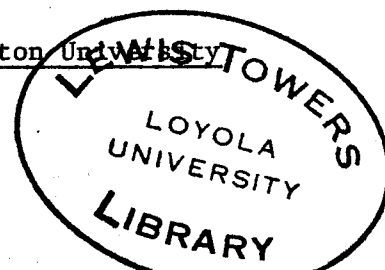
Coopersmith found that the discrepancy between aspiration and self-perception was far less for the high esteem child than for the low, even

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<sup>72</sup>Ruth C. Wylie, The Self Concept (Lincoln, Nebraska: University of Nebraska Press, 1961), p. 201.

<sup>73</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967), p. 146.

<sup>74</sup>J. V. Gilmore, "The Productive Personality," Boston University Journal of Education 154, no. 1 (1971):5-39.



though the high esteem child expects more of himself than the low expects of himself.<sup>75</sup> The high self-esteem child worked harder to achieve his higher and more definite aspirations rather than lower his self-expectations. Though both high and low esteem children may aspire to be ditch diggers or doctors, the high esteem child will be the better achiever at either job.

Oden reported that perseverance and self-confidence were highly discriminating factors between successful and unsuccessful gifted individuals.<sup>76</sup> In a study of male and female collegians, Smith and Teevan found fear of failure inversely related to both self-ideal congruence and adjustment.<sup>77</sup>

Heisey studied fifth graders' self-concept of ability to communicate orally and found a significant relationship between how children perceive this ability and their personal-social adjustment.<sup>78</sup> In a study of 131 fourth graders, Felker and Thomas noted a positive relationship between self-concept and responsibility for achievement.<sup>79</sup>

<sup>75</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

<sup>76</sup>Melita H. Oden, "The Fulfillment of Promise: 40 Year Follow-Up of the Terman Gifted Group," Genetic Psychology Monographs 77, no. 1 (1968:5-93).

<sup>77</sup>B.D. Smith and R. C. Teevan, "Relationships Among Self-Ideal Congruence, Adjustment, and Fear-of-Failure Motivation," Journal of Personality 39, no. 1 (1971):44-56.

<sup>78</sup>Marion J. Heisey, "An Investigation of Oral Communication Skills among Fifth Grade School Children" (Unpublished doctoral dissertation, Kent State University, 1968), Dissertation Abstracts International 29, no. 12-A (1969), 4326.

<sup>79</sup>D. W. Felker and S. B. Thomas, "Self-Initiated Verbal Reinforcement and Positive Self-Concept," Child Development 42, no. 4 (1971):285-287.

In their study of eighth graders, Maehrer and Stallings reached a similar conclusion as regards these older children.<sup>80</sup> In one instance their experimental subjects were expecting to be externally evaluated by their teachers and in another the subjects were to do the task in a spirit of fun and intrinsic interest. The results showed that the internal evaluation condition spawned the greater motivation to persevere on difficult tasks. Brookover et al. found that self-concept of ability was a significant factor in achievement at all grade levels seventh through tenth.<sup>81</sup>

#### Expectations of Significant Others and Child Aspiration

The level of a child's self-expectations, as we have seen, is reflected in his level of achievement. Similarly, the expectations of significant others, especially parents, are important for the child's achievement. The expectations of parents as well as that of teachers range from one counterproductive extreme of too much pressure to the other of too little caring.

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<sup>80</sup>M. L. Maehrer and W. M. Stallings, "Freedom from External Evaluation," Child Development 43 (1972):177-85.

<sup>81</sup>W. B. Brookover, S. Thomas, and A. Patterson, "Self-Concept of Ability and Academic Achievement," Sociology of Education 37 (1964):271-79; W. B. Brookover, J. M. LePere, D. E. Hamachek, S. Thomas, and E. L. Erikson, Improving Academic Achievement through Students' Self-Concept Enhancement (East Lansing: Bureau of Educational Research Services, College of Education, Michigan State University, 1965), Cooperative Research Project No. 1636, U. S. Office of Education; W. B. Brookover, Edsel L. Erikson, and Lee Joiner, Self-Concept of Ability and School Achievement, III (East Lansing: Human Learning Research Institute, College of Education, Michigan State University, 1967), Cooperative Research Project No. 2831, U. S. Office of Education; W. B. Brookover, Edsel Erikson, Don Hamachek, Lee Joiner, Jean LePere, Ann Paterson, and Shailer Thomas, "Self-Concept of Ability and School Achievement," in Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers, ed. B. G. Guerney (New York: Holt, Rhinehard and Winston, 1969), pp. 500-09.

Morrow and Wilson found that their high achievers saw their parents as sharing, trusting and encouraging them to achieve but not pressuring them.<sup>82</sup> On the other hand, Roth and Meyersburg found that underachievers lived in a world apart from their uncaring parents who ignored the child's achievements; as a result, they concluded, the child strives to bring the two separate life spaces together by failing and thus getting parental attention.<sup>83</sup>

This lack of parental caring was also perceived by underachieving teenage boys studied by Davids and Hainsworth.<sup>84</sup> Their most significant finding was the great discrepancy between the underachievers' perceptions of their mothers as domineering and controlling and these mothers' self-perceptions as exercising very little control. This was in marked contrast with the congruence found between high achievers' perceptions of their mothers and these mothers' self-perceptions. Whiting also found greater perceptual congruence between academically successful boys and their parents than between unsuccessful boys and their parents.<sup>85</sup>

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<sup>82</sup>W. R. Morrow and R. C. Wilson, "Family Relations of the Bright, High-Achieving and Underachieving High School Boys," Child Development 32 (1961): 501-10.

<sup>83</sup>R. M. Roth and H. Meyersburg, "The Non-Achievement Syndrome," Personnel and Guidance Journal 41 (1963):535-40.

<sup>84</sup>A. Davids and P. Hainsworth, "Maternal Attitudes about Family Life and Child-Rearing as Avowed by Mothers and Perceived by their Under-Achieving and High-Achieving Sons," Journal of Consulting Psychology 31, no. 1 (1967): 29-37.

<sup>85</sup>Anita Whiting, "Independence Concepts held by Parents of Successful and Unsuccessful Elementary School Boys" (Unpublished doctoral dissertation, Claremont Graduate School and University Center, 1970), Dissertation Abstracts International 31, no. 1-B (1970), 387.



Consistent with the finding of Davids and Hainsworth<sup>86</sup> that perceived domination accompanies underachievement, Spear found that first and fifth graders who received criticism were inhibited in their responses as compared with those who were not criticized.<sup>87</sup> The criticized boys responded more slowly than either controls or the boys who received praise. This influence of praise or criticism was greater for first graders than for fifth.

Brookover and his fellow researchers have shown the great importance of significant others in establishing children's self-concept of ability.<sup>88</sup> These researchers found that perceived evaluations were a necessary and sufficient condition for high self-concept of ability; however, self-concept of ability is only a necessary, but not a sufficient condition for achievement. Almost none of their students with low self-concept of ability

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<sup>86</sup>A. Davids and P. Hainsworth, "Maternal Attitudes about Family Life and Child-Rearing as Avowed by Mothers and Perceived by their Under-Achieving and High-Achieving Sons," Journal of Consulting Psychology 31, no. 1 (1967): 29-37.

<sup>87</sup>Paul S. Spear, "Motivational Effects of Praise and Criticism on Children's Learning," Developmental Psychology 3, no. 7 (1970):124-32.

<sup>88</sup>W. B. Brookover, S. Thomas, and A. Patterson, "Self-Concept of Ability and Academic Achievement," Sociology of Education 37 (1964):271-79; W. B. Brookover, J. M. LePere, D. E. Hamachek, S. Thomas, and E. L. Erikson, Improving Academic Achievement through Students' Self-Concept Enhancement (East Lansing: Bureau of Educational Research Services, College of Education, Michigan State University, 1965), Cooperative Research Project No. 1636, U. S. Office of Education; W. B. Brookover, Edsel L. Erikson, and Lee Joiner, Self-Concept of Ability and School Achievement, III (East Lansing: Human Learning Research Institute, College of Education, Michigan State University, 1967), Cooperative Research Project No. 2831, U. S. Office of Education; W. B. Brookover, Edsel Erikson, Don Hamachek, Lee Joiner, Jean LePere, Ann Paterson, and Shailer Thomas, "Self-Concept of Ability and School Achievement," in Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers, ed. B. G. Guerney (New York: Holt, Rhinehard and Winston, 1969), pp. 500-09.

achieved at a higher level, while a significant number with high self-concept of ability achieved at a relatively lower level.

The Brookover teams reported that it was the parents, not the educational experts, who were instrumental in bringing about significant increases in their children's self-esteem and grade point average. Parents were told in various ways to show that they thought the children were capable of more, and both parents and children changed; the parents viewed the children and their teachers more positively, and the children improved their grades and self-esteem. University "experts" and counselors tried to raise the self-concepts of ability of comparable underachievers, but to no significant avail.

Teachers' expectancies appear to be more effective than those of university "experts" and counselors. An experiment by Carter involved deceiving teachers by elevating scores and improving on reports in seventh graders' cumulative folders.<sup>89</sup> Significantly greater gains in self-esteem, I.Q., and word knowledge were shown by the experimentals over their matched controls. Much of this was due to large gains by the subjects in the lower academic section while those in the upper academic section showed only moderate gains.

Though mothers of high achieving and high self-esteeming children have been found to have higher expectancies of their children than other mothers,<sup>90</sup>

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<sup>89</sup>Dale L. Carter, "The Effect of Teacher Expectations on the Self-Esteem and Academic Achievement of Seventh Grade Students" (Unpublished doctoral dissertation, University of Tennessee, 1970), Dissertation Abstracts International 31, no. 9-A (1971), 4539.

<sup>90</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967); John Touliatos, "Maternal Child-rearing Practices Composed of High and Low Need Achievement Boys" (Unpublished doctoral dissertation, University of Houston, 1971), Dissertation Abstracts International 32, no. 5-B (1971), 2991.

it is important that these expectancies not be extreme. When a child cannot measure up adequately to the perceived expectations of significant others, he sees that he fails them as well as himself. Touliatos found as well that mothers of extremely low-esteem children expected them to achieve earlier than mothers of extremely high self-esteem children expected their children to achieve.

Hamachek pointed out that the great majority of dropouts quit school because they feel they cannot tolerate failure and the low self-esteem or feeling of worthlessness that accompanies it.<sup>91</sup> He stressed the importance of early school successes and concluded that early school failures have long-term deleterious effects on children's school achievement and mental health.

#### Achievement and Self-Esteem in the Elementary Grades

Research studies in this area of self-esteem and academic achievement have so proliferated in the decade since Wylie's review that it would be impractical to survey most of them here.<sup>92</sup> And whereas Wylie had been unable to discern a meaningful pattern of results in the few studies available to her, Purkey found that while it is true that some students with high self-esteem are not high achievers, "the overwhelming body of contemporary research points consistently to the relationship between self-esteem and

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<sup>91</sup>Don E. Hamachek, "Effect of Early School Failure Experiences on Self-Image Development and Implications for School Counselors," paper presented at the annual meeting of the American Educational Research Association, Chicago, April 3-7, 1972 (ERIC: ED 062669).

<sup>92</sup>Ruth C. Wylie, The Self Concept (Lincoln, Nebraska: University of Nebraska Press, 1961).

academic achievement. . . ."93 However, although the correlations are almost consistently positive, it does not follow that there is a clear cause-effect relationship between self-esteem and academic achievement. It seems more appropriate for such a complex and interdependent relationship to call it a strong reciprocal relationship.

#### Reading Achievement and Self-Esteem

Marasciullo studied the self-concepts and reading achievement levels of 90 children seven to nine years of age, 30 mentally retarded, 30 emotionally disturbed and 30 normal controls.<sup>94</sup> For all three groups he found a positive relationship between reading achievement and self-concept level. Padelford found this positive relationship to exist for all his subgroups of third to sixth graders regardless of sex, ethnic background, or socioeconomic level.<sup>95</sup>

The above findings dealt with conscious manifestations; however, the positive relationships are not thus limited. The findings of Hake indicated that good and poor sixth grade readers manifested significant subconscious differences in self-concepts and attitudes toward home and parents.<sup>96</sup> The poor readers showed more negative motivation than did the good readers.

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<sup>93</sup>William W. Purkey, Self-Concept and School Achievement (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), pp. v-vi.

<sup>94</sup>David Louis Marasciullo, "The Self-Perception of Deviate Boys in Special Public School Classes and its Relationship to their Achievement and Adjustment," Dissertation Abstracts International, no. 30-B (1969), 1901.

<sup>95</sup>William Brewster Padelford, "The Influence of Socioeconomic Level, Sex, and Ethnic Background upon the Relationship between Reading Achievement and Self-Concept," Dissertation Abstracts International, no. 30-A (1960), 3330-331.

<sup>96</sup>James M. Hake, "Covert Motivations of Good and Poor Readers," Reading Teacher 22, no. 8 (1969):731-39, 741.

In her study of third graders in Tuscaloosa City Schools, Cummings found two pertinent major relationships: (a) a positive relationship between reading achievement and self-concept; and (b) third grade children's self-concept related more to their reading achievement as compared with classmates rather than with their own actual reading performance.<sup>97</sup> Levy studied the effects of a remedial program for improving both self-concepts and reading achievement levels.<sup>98</sup> She found significant self-concept change but failed to show a significant relationship between this change and reading achievement change. This latter relationship was slightly positive but not statistically significant.

In a study of fifth and sixth graders, Hedrick found that non-timid children generally had more positive self-concepts than timid children and that there was a slight positive relationship between timidity and low reading achievement.<sup>99</sup> Swartz compared self-esteem and reading inventory scores of third graders.<sup>100</sup> She found that instructional reading level was positively and significantly related to self-esteem and that this relationship was not significantly different for remedial readers and

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<sup>97</sup> Ruby N. Cummings, "A Study of Relationships Between Self-Concepts and Reading Achievement at Third Grade Level" (Unpublished doctoral dissertation, University of Alabama, 1971), Dissertation Abstracts International 31, no. 10-A, 5195.

<sup>98</sup> Mildred F. Levy, "An Analysis of a Program Designed to Modify Self-Concept and School Sentiment of Low Achieving Students" (Unpublished doctoral dissertation, St. Louis University, 1971), Dissertation Abstracts International 33, no. 3-A (1972), 930-31.

<sup>99</sup> Spencer L. Hedrick, "A Study of Timidity as Related to Intelligence, Achievement, and Self-Concept" (Unpublished doctoral dissertation, St. Louis University, 1972), Dissertation Abstracts International 33, no. 3-A (1972), 1020-21.

<sup>100</sup> Darlene J. Unruh Swartz, "The Relationship of Self-Esteem to Reading Performance" (Unpublished doctoral dissertation, University of Northern Colorado, 1972).

non-remedial readers. Male dyslexics eight to fourteen years of age were studied by Rosenthal.<sup>101</sup> Using the Coopersmith Self-Esteem Inventory, he found significantly lower self-esteem in the dyslexics than in matched controls.

Thus the rather consistently positive relationship between reading achievement and self-esteem level is evident at widely varied levels of personal adjustment, reading achievement, functional ability, grades in school and socioeconomic status. It is understandable that an experienced reading specialist found that self-concept is the most important area of personality related to reading achievement. Berretta concluded that, for her, self-concept is as important as intelligence or mastery of basic skills.<sup>102</sup>

#### Mathematics Achievement and Self-Esteem

While many studies have been made regarding the relationship between reading and self-esteem, far fewer researchers have reported studies of the relationship between mathematics achievement and self-esteem. This relationship has generally been studied as part of broader studies relating academic achievement in its various aspects with self-esteem.

An exception is Moore's doctoral study of 1,110 fifth graders.<sup>103</sup> This researcher concluded that self-concepts and attitudes toward mathematics

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<sup>101</sup>Joseph H. Rosenthal, "Self-Esteem in Dyslexic Children," Academic Therapy 9, no. 1 (1973):27-39.

<sup>102</sup>Shirley Berretta, "Self-Concept Development in a Reading Program," Reading Teacher 24, no. 3 (1970):232-38.

<sup>103</sup>Bobbie D. Moore, "The Relationship of Fifth-Grade Students' Self-Concepts and Attitudes Toward Mathematics to Academic Achievement in Arithmetical Computation, Concepts, and Application" (Unpublished doctoral dissertation, North Texas State University, 1971), Dissertation Abstracts International 32, no. 8-A (1972), 4426.

influence achievement in mathematics. A study by Spurgeon and Williams found positive correlations between self-concept and mathematics achievement as well as reading achievement for sixth graders.<sup>104</sup> However, Paschal found seventh graders with positive self-concepts generally excelling academically but not in mathematics.<sup>105</sup>

Studies by R. R. Sears<sup>106</sup> and Grob<sup>107</sup> argue for a significant relationship here even though the above studies do not show a totally consistent pattern. Sears studied 159 sixth graders and found self-concept significantly related to both mathematics and reading achievement. Grob's study included 85 middle class fifth graders. He found the significant relation between arithmetic achievement and self-concept but, unexpectedly, failed to find a significant relationship between self-concept and total academic achievement.

#### Sex Differences in the Relationship Between Children's Self-Esteem and Academic Achievement

Indications of sex-based differences in the levels of self-esteem are

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<sup>104</sup>Cole Spurgeon and Robert L. Williams, "Self-Concept and School Adjustment," Personnel and Guidance Journal 46 (1968):478-81.

<sup>105</sup>Billy J. Paschal, "The Role of Self-Concept in Achievement," Journal of Negro Education 37, no. 4 (1968):392-96.

<sup>106</sup>Robert R. Sears, "Relation of Early Socialization Experiences to Self-Concepts and Gender Role in Middle Childhood," Child Development 41, no. 2 (1970):267-90.

<sup>107</sup>Paul Grob, "The Relationship of Self-Concept, Sex-Role Preference, and Religio-Cultural Background to Academic Performance of Ten Year Olds of Predominantly Middle Class Backgrounds" (Unpublished doctoral dissertation, University of Virginia, 1971), Dissertation Abstracts International 32, no. 8-A (1972), 4348-349.

not consistent. For while Farls<sup>108</sup> and Soares and Soares<sup>109</sup> found no differences here, Bledsoe,<sup>110</sup> D. O. Bowman<sup>111</sup> and Campbell<sup>112</sup> found girls to have higher self-esteem than boys. With such contradictory indications regarding self-esteem itself, it is not surprising to find a lack of unanimity among the studies that have compared the degree of relationship between self-esteem and academic achievement for boys and girls.

Van Evra found only a slight correlation for girls in the fifth grade and none for boys.<sup>113</sup> Lekarczyk and Kennedy showed that high self-esteem was positively related to test performance for boys but not for girls in fifth and sixth grades.<sup>114</sup> There was a negative correlation between boys' self-esteem and anxiety, though both low anxious boys and girls made fewer errors than did high anxious boys and girls.

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<sup>108</sup>Robert James Farls, "High and Low Achievement of Intellectually Average, Intermediate Grade Students Related to the Self-Concept and Social Approval," Dissertation Abstracts International, no. 28-A (1967), 1205.

<sup>109</sup>Anthony L. Soares and Louise M. Soares, "Self-Perceptions of Culturally Disadvantaged Children," American Educational Research Journal 6 no. 1 (1969):31-45.

<sup>110</sup>Joseph C. Bledsoe, "Self-Concepts of Children and their Intelligence, Achievements, Interests, and Anxiety," Journal of Individual Psychology 20 (1964):55.

<sup>111</sup>Daniel Oliver Bowman, "A Longitudinal Study of Selected Facets of Children's Self-Concepts as Related to Achievement, Intelligence, and Interests," Dissertation Abstracts International 24 (1964), 4536.

<sup>112</sup>P. B. Campbell, "Self-Concept and Academic Achievement in Middle Grade Public School Children" (Unpublished doctoral dissertation, Wayne State University, 1965), Dissertation Abstracts International, 27-A (1966), 1535-536.

<sup>113</sup>Judith Ann Van Evra, "The Relationship Between Level of Self-Esteem and Manifestations of Conscience Development in Fifth-Graders," Dissertation Abstracts International, 27-B (1967), 3298-299.

<sup>114</sup>Dorothy Thorne Lekarczyk and T. Kennedy, "Self-Esteem, Test, Anxiety, Stress, and Verbal Learning," Developmental Psychology 1, no. 1 (1969):147-54.



Padelford tested the hypothesis that the correlation between levels of reading achievement and self-concept is significantly greater for girls than for boys, but he failed to demonstrate it even though he did find the positive relationship for each sex, grades three through six.<sup>115</sup> Similarly, Swartz saw the correlation between self-esteem and instructional reading level for third grade boys and girls together, but the correlation was not significant for boys and girls separately.<sup>116</sup>

Using the CSEI, Stanford Achievement Tests, and Math and Reading tests for New York State Elementary Schools, Primavera, Simon, and Primavera found significant correlation between self-esteem and academic achievement for the whole group and for the girls.<sup>117</sup> However, for the boys, the only correlation that reached significance was between self-esteem and the New York State Math test results.

Thus, in summary, previous research has indicated rather clearly that a child's achievement and self-esteem levels are affected by his own and others' expectations of him. There are also quite consistent indications of positive relationships between self-esteem and reading achievement levels. While these relationships are positive and consistent for self-esteem and academic achievement in general, they are not as clear for the relationship

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<sup>115</sup>William Brewster Padelford, "The Influence of Socioeconomic Level, Sex, and Ethnic Background upon the Relationship between Reading Achievement and Self-Concept," Dissertation Abstracts International, 30-A (1960), 3330-331.

<sup>116</sup>Darlene J. Unruh Swartz, "The Relationship of Self-Esteem to Reading Performance" (Unpublished doctoral dissertation, University of Northern Colorado, 1972).

<sup>117</sup>L. H. Primavera, W. E. Simon, and A. M. Primavera, "The Relationship between Self-Esteem and Academic Achievement: An Investigation of Sex Differences," Psychology in the Schools 11, no. 2 (1974):213-16.

between self-esteem and mathematics achievement alone. The comparison of these correlations between the sexes fails to offer any reliable pattern.

### Parent Education Discussion (PED) Groups

The discussion group approach to parent education and formation has been used in recent years in widely varied attempts to improve the level of functioning of family members. Just as no educational philosopher or psychologist has yet furnished the generally accepted "best" approach to child education, so no such "best" approach is generally accepted for parent education. Nevertheless, it is evident that the parent discussion group aimed at improved family functioning has achieved wide use in recent years.

Manser, Jones and Ortof<sup>118</sup> and Auerbach<sup>119</sup> reported how both the Family Service Association of America and the Child Study Association of America have espoused parent discussion groups as being of central importance for their intervention in strengthening the family and preventing emotional difficulties. These service oriented writers concluded that parent discussion programs should no longer remain only an ancillary service; rather, such programs were seen to be as important as casework itself.

Group counseling has been modified and applied to parent counseling on the educational scene with encouraging success. Much of this successful parent counseling has taken the general form of discussion groups; the successes can give direction to the desired Parent Education Discussion (PED) groups.

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<sup>118</sup>Ellen P. Manser, Jeweldean Jones, and Selma B. Ortof, "An Overview of Project ENABLE," Social Casework 48, no. 10 (1967):609-17.

<sup>119</sup>Aline Sophie Auerbach, Parents Learn through Discussion; Principles and Practices of Parent Group Education (New York: Wiley, 1968).

### Experiments in Parent Counseling for Students' Benefits

Gilmore examined the effectiveness of counseling parents of under-achieving fourth graders.<sup>120</sup> Five sets of parents were counseled on parent-child interaction for thirty minutes weekly for seventeen weeks. Five other sets of parents met in a group for one and a half hours weekly for seventeen weeks. The underachievers' grades improved significantly for both groups, and the improvement was approximately the same for both treatments. Eighty percent of these children still showed improved grades in follow-up study a year later vs. only 37.5% of the controls. For both of these treatments there was a payoff beyond the ten target fourth graders. The ten experimental pairs of parents had a total of 32 children; and 69% of all these children showed improved academic performance after the parent counseling.

Cook studied the relative effectiveness of three treatment approaches involving underachieving ninth graders.<sup>121</sup> Three treatments were involved: (1) group one students got group counseling as did their parents; (2) group two parents only received group counseling; and (3) group three students only were counseled in a group. Group two showed a significantly greater gain than the other groups on the factor, Desire to Learn. Group two also had significantly better grades than group one. The researcher concluded that the most effective way to help underachieving ninth graders in these two areas was to work with their parents only.

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<sup>120</sup>John V. Gilmore, "Parent Counseling: Theory and Application," Boston University Journal of Education 151, no. 1 (1971):40-49.

<sup>121</sup>Frances Jeffries Cook, "The Use of Three Types of Group Procedures with Ninth-Grade Underachieving Students and their Parents" (Unpublished doctoral dissertation, Kent State University, 1970), Dissertation Abstracts International 31, no. 8-A (1971), 3869.

A different approach was used by Mangano with parents of quite different background from that of Gilmore's subjects.<sup>122</sup> Mangano counseled the parents of twelve Puerto Rican children, aged six to sixteen years of age, using a directive approach in dealing with the children's attitudes toward school. He found, after six weekly sessions, that the children showed significantly improved self-concepts of ability and improved academic achievement.

The studies of Kennedy and Higgins dealt with the effects of limited parent counseling for the parents of seventh graders.<sup>123</sup> The effects of individual Adlerian parent counseling on self-ideal self congruence in seventh graders with poor citizenship marks were studied by Kennedy. The mere three counseling sessions, one during each of the final three quarters of the school year, failed to bring about predicted significant results in academic grades or citizenship marks. The experiment of Higgins dealt with low self-esteem seventh graders. He found no significant changes as a result of student group counseling for eighteen weeks with and without only two parent contacts.

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<sup>122</sup>James F. Mangano and Richard C. Towne, Improving Migrant Students' Academic Achievement through Self-Concept Enhancement (State of New York: Genesco Center for Migrant Studies, 1970; ERIC: ED 049 868).

<sup>123</sup>Bebe C. Kennedy, "A Comparison of the Effects of Parent Counseling and Non-Parent Counseling on Selected Groups of Seventh Grade Pupils' Self-Ideal Self Congruence, Academic Grades, and Citizenship Marks" (Unpublished doctoral dissertation, St. Louis University, 1971), Dissertation Abstracts International 32, no. 8-A (1972), 4353; James C. Higgins, "A Pupil Personnel Services Program to Develop Self-Esteem" (Unpublished doctoral dissertation, University of Pittsburgh, 1971), Dissertation Abstracts International 32, no. 8-A (1972), 435.

The effectiveness of encounter-type group counseling for mothers was investigated by Wechsler.<sup>124</sup> She counseled the mothers of underachieving fourth and fifth grade boys in terms of improving the boys' self-acceptance and perceived maternal acceptance. Significant sustained improvement in both areas remained three weeks and six months after the treatment. These mothers reported that feedback from the other mothers in the group was very helpful for them.

Matteson studied high and low self-esteem ninth graders and their parents. She found that low self-esteem students viewed their communication with their parents as less facilitative than did the higher. Parents of the low self-esteem students rated their parent-adolescent communication as being more facilitative than did their children; but for the highs and their parents these ratings were congruent. Parents of lows rated their interpersonal communication as less satisfying than did parents of highs.<sup>125</sup>

The foregoing varied efforts to help children indicate that those efforts were generally fruitful when reasonable amounts of professional time and effort were shared with the parents of the unproductive children. The next section deals in somewhat more detail with one specific approach to parent education that has in a few short years spread nationwide.

#### Parent Effectiveness Training (PET)

The educational program for parents that is known as PET has developed over the past decade in answer to the need to improve on the conventional

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<sup>124</sup>Jill D. Wechsler, "Improving the Self-Concepts of Academic Under-achievers through Maternal Group Counseling," California Journal of Educational Research 22, no. 3 (1971):96-103.

<sup>125</sup>Roberta Matteson, "Adolescent Self-Esteem, Family Communication and Mental Satisfaction," Journal of Psychology 86, no. 1 (1974):35-47.

approach to family therapy. Thomas Gordon, an experienced clinical psychologist, dissatisfied with more conventional curative efforts, used an educational approach to family therapy.

Gordon gave four reasons for the basic shift of focus of his clinical endeavors: (1) disenchantment with the medical model; (2) growing concern regarding the cost of psychotherapy; (3) a personal desire to move away from treatment to prevention of mental disorders; and (4) a growing dissatisfaction with the results of the traditional clinical approach to mental health.<sup>126</sup> He quite generally accepted Rogers' characteristics of a helping relationship.<sup>127</sup> Thus he saw the necessity for parents to listen empathically to their children and accept them with their needs, while at the same time honestly admitting to their own parental needs.

We are trying to teach a philosophy in which the parent by his behavior toward the child continually communicates: 'I will try to help you solve your problems, but when I have a problem caused by your behavior, I expect you to try to help me solve my problem.'<sup>128</sup>

#### Resolution of Conflict

Gordon summarized and popularized what is quite consistently evident in the literature of parent-child relationships, namely, that power approaches to problem solutions or conflict of needs are inadequate. If parental power is exerted in an authoritarian way, children are likely to be withdrawn,

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<sup>126</sup>Thomas Gordon, A Theory of Parent Effectiveness (Pasadena, California: Parent Effectiveness Training, 1967. ERIC: ED 028 815).

<sup>127</sup>Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin Co., 1961).

<sup>128</sup>Thomas Gordon, A Theory of Parent Effectiveness (Pasadena, California: Parent Effectiveness Training, 1967. ERIC: ED 028 815), p. 17.

resentful, and lacking in creativity; if, on the other hand, the child is usually allowed to win or trample over the parents' needs, he is likely to be insecure, aggressive, overly self-centered and poorly socialized. In the first instance of unaccepting domination by the parents, the child loses the struggle and becomes resentful; in the second, the parent loses the power struggle and becomes resentful.

Gordon has developed and refined his earlier practical and specific approaches to the resolution of parent-child conflict of needs.<sup>129</sup> His approach avoids the power struggles in which either the parent wins and the child loses, or the child wins and the parent loses. His no-lose approach to conflict can be described as a mutually respectful search by both conflicting parties to find a mutually acceptable solution that meets both sets of needs, thus avoiding the resentment that naturally results from the use of power tactics in the resolution of conflicts of needs. It was seen earlier how Becker,<sup>130</sup> Coopersmith<sup>131</sup> and others found the three dimensions of democracy—domination, acceptance-rejection, and indulgence-autonomy to be basic in determining the quality of parent-child interaction and the level of child self-esteem. Gordon's no-lose method fosters a democratic approach to limit

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<sup>129</sup>Effective Training Associates, The Basic Modules of the Instructor Outline for Effectiveness Training Courses (Pasadena, California: Effectiveness Training Associates, 1971; Mimeographed); Thomas Gordon, A Theory of Parent Effectiveness (Pasadena, California: Parent Effectiveness Training, 1967. ERIC: ED 028 815); Thomas Gordon, Parent Effectiveness Training Parent Notebook (Pasadena, California: Parent Effectiveness Training, 1968); Thomas Gordon, Parent Effectiveness Training (New York: Peter H. Wyden, Inc., 1970).

<sup>130</sup>W. C. Becker, "Consequences of Different Kinds of Parental Discipline," in Review of Child Development Research, eds. M. L. Hoffman and L. W. Hoffman (New York: Russell Sage Foundation 1 (1964), pp. 169-208.

<sup>131</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

definition, a high degree of acceptance of the other person, and encouragement for the other person to function as an autonomous individual.

#### Further PET Literature

The growth of the influence of Gordon's Effectiveness Training Associates has been rapid since his Parent Effectiveness Training became a best-selling book.<sup>132</sup> By September, 1973, forty-two colleges and universities throughout the United States were teaching courses in Parent Effectiveness Training (PET) and/or Teacher Effectiveness Training (TET) based on the same model. This indicates that the small body of research literature now available will likely expand rapidly in the near future.

A study of the effects of PET on parent attitudes and behavior and how changes therein affected child self-esteem was done by Stearn.<sup>133</sup> He found that his 18 parents became more democratic in their attitudes toward their families. However, he failed to find a positive relationship between these democratic attitudes of the parents and acceptance as perceived by the children.

In his doctoral research, Lillibridge found that the PET program significantly improved parents' overall attitudes toward their children.<sup>134</sup>

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<sup>132</sup>Thomas Gordon, Parent Effectiveness Training (New York: Peter H. Wyden, Inc., 1970).

<sup>133</sup>Marshall B. Stearn, "The Relationship of Parent Effectiveness Training to Parent Attitudes, Parent Behavior and Child Self-Esteem" (Unpublished doctoral dissertation, U. S. International University, San Diego, 1971), Dissertation Abstracts International 32, no. 3-B (1971), 1885-886.

<sup>134</sup>Edmund M. Lillibridge, "The Relationship of a Parent Effectiveness Training Program to Change in Parents' Self-Assessed Attitudes and Children's Perceptions of Parents" (Unpublished doctoral dissertation, U. S. International University, San Diego, California, 1972), Dissertation Abstracts International 32, no. 10-A (1972), 5613.



These parents' self-confidence and acceptance of their children also improved significantly, while their trust in their children showed improvement that approached significance (reaching the .10 level). Whereas Stearn had failed to show significant gains in the children's perceptions of parental acceptance of them, Lillibridge found highly significant gains here. This latter researcher found that PET changed parents' attitudes and children's perceptions of them in a positive direction while compared controls showed neither gain nor loss.

Larson reported on a three year study of the relative effectiveness of three different group approaches to parent education in improving family communication.<sup>135</sup> The three types of groups were: (1) Achievement Motivation Program (AMP); (2) Parent Effectiveness Training (PET); and (3) Discussion-Encounter Groups (DEG). All these groups were led by professionals experienced in the specific type of group approach. Larson found that the most noticeable overall improvement in parental attitudes took place in the PET groups; next came the AMP groups, while no such overall improvement was found in the DEG's.

All three groups helped parents become more understanding and trusting, but the greatest growth in these areas took place in the PET and the AMP groups. Only the PET and AMP groups showed growth in parental confidence and acceptance. And while AMP seemed most effective in improving parental self-concept, "(c)learly, the PET group profited most by the group experience."<sup>136</sup> Especially noteworthy is the fact that children were found to see their parents as more accepting.

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<sup>135</sup> Roland S. Larson, "Can Parent Classes Affect Family Communications?" The School Counselor 19, no. 4 (1972):261-70.

<sup>136</sup> *Ibid.*, p. 267.

Though the studies of the effectiveness of PET are still quite limited, there are rather consistent indications that this no-lose approach to problem solving and communication does indeed help parents become more democratic, accepting, and respectful in their relationships with their children. What is also of importance is the finding that children of PET parents come to perceive their parents as being more accepting.

Suggested at-home activities constitute an integral part of the PET program. Goldstein had found that regularly assigned homework in academic subjects contributed to higher academic achievement,<sup>137</sup> whereas Strang failed to find consistent indications of its helpfulness.<sup>138</sup> Without adequate research indications for or against the use of homework, the experimenter's teaching experience with adolescents and adults was allowed to argue for its use.

#### Tape-Led and Person-Led Groups

With the realization that person-led PET groups have been effective in increasing at least three of Coopersmith's four basic antecedents of child self-esteem, there naturally arises the question as to how such education or training programs can economically be made available to parents. Currently a couple taking the PET course is charged \$100 to \$150.<sup>139</sup> At the same time, social and educational agencies continue to face the harsh pragmatic fact that

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<sup>137</sup>Avram Goldstein, "Does Homework Help? A Review of Research," Elementary School Journal 60 (1960):212-24.

<sup>138</sup>Ruth Strang, Guided Study and Homework: What Research Says to the Teacher, Series no. 8 (Washington, D. C.: National Educational Association, Association of Classroom Teachers, 1968; ERIC: ED 077 901).

<sup>139</sup>Effectiveness Training Associates, Policy Manual: Policies and Procedures for Authorized Instructors (Pasadena, California: Effectiveness Training Associates, 1974), p. 5.

the immediate demand for treatment and cure is so great that there is hardly any money or manpower available to invest in early prevention of children's personal inadequacies.

To accomplish the goal of inexpensively educating parents the demand for professional time made by person-led group approaches must be reduced while good theory and training skills are nevertheless made available to parents. In recent years some research has been conducted to examine the effectiveness of the tape-led or programmed approaches to group instruction and discussion.

Gibb, in discussing the literature on programmed groups, described how several experimenters have demonstrated that leader surrogates such as tapes, phonograph records, programmed booklets and data-gathering instruments can be as effective as professional group leaders. He concluded that "(t)here is no clear evidence as yet to indicate differential effects of programmed and non-programmed groups. There is strong indication that they are as effective as groups led by professionals."<sup>140</sup>

Perhaps the most extensive research with leaderless and/or tape-led groups has been done or guided by the teams of Berzon and Solomon, along with various co-workers.<sup>141</sup> The most appreciable product of these years of effort

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<sup>140</sup>J. R. Gibb, "The Effects of Human Relations Training," in Handbook of Psychotherapy and Behavior Change, eds. A. E. Bergin and S. L. Garfield (New York: John Wiley and Sons, 1971), pp. 839-62.

<sup>141</sup>Betty Berzon and Larry Solomon, "The Self-Directed Therapeutic Group: Three Studies," Journal of Counseling Psychology 13 (1966):491-97; B. Berzon, J. Reisel, and D. P. Davis, "PEER: Planned Experiences for Effective Relating; An Audio Tape Program for Self-Directed Small Groups," Journal of Humanistic Psychology 9, no. 1 (1969):71-86; L. N. Solomon, B. Berzon, and C. W. Weedman, "The Self-Directed Therapeutic Group: A New Rehabilitation Resource," International Journal of Group Psychotherapy 18 (1968):199-219; L. N. Solomon and B. Berzon, "The Self-Directed Group: A New Direction in Personal Growth Learning," in New Directions in Client-Centered Psychotherapy, eds. J. T. Hart and T. M. Tomlinson (Boston: Houghton-Mifflin Co., 1970), pp. 314-47; L. N. Solomon, B. Berzon, and D. Davis, "A Personal Growth Program for Self-Directed Groups," Journal of Applied Behavioral Science 6 (1970):427-51;

was "Encountertapes," a tape-led encounter group approach to personal growth.

"Encountertapes" is marketed commercially by Bell and Howell Corporation. It is a tape program directed to helping group members learn through doing as well as through explanations emphasizing relationships, feedback and reflection.<sup>142</sup>

Rudman studied the effectiveness of the encountertape approach in comparison with that of the person-led encounter group.<sup>143</sup> Three groups were led by "Encountertapes" and three by trained leaders. The objective of all the groups was to achieve increased personal growth in the participants. All six groups of ten members each received 15 hours of treatment over a two-day weekend. The leader-led groups showed positive though not statistically significant changes in self-concept. The tape-led groups showed significant changes in self-concept; and these positive changes were significantly greater than those shown in the leader-led groups.

J. L. Becker<sup>144</sup> and Rios<sup>145</sup> contributed two doctoral studies using the "Encountertapes." Becker treated 42 institutionalized female narcotic addicts

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B. Berzon, L. N. Solomon, and J. Reisel, "Audio-Tape Programs for Self-Directed Groups," in New Perspectives on Encounter Groups, eds. L. N. Solomon and B. Berzon (San Francisco: Jossey-Bass, Inc., 1972).

<sup>142</sup>Morton A. Lieberman, Irvin D. Yalom, and Matthew B. Miles, Encounter Groups: First Facts (New York: Basic Books, Inc., 1973), p. 13.

<sup>143</sup>Sydney Rudman, "Positive Changes in Self-Concept as a Function of Participation in Encounter Groups and Encountertape Groups" (Unpublished doctoral dissertation, Memphis State University, 1970), Dissertation Abstracts International 31, no. 9-B (1971), 5674.

<sup>144</sup>Jeffrey L. Becker, "The Effects of Instructional Audio-Tape in Self-Directed Encounter Groups" (Unpublished doctoral dissertation, University of Nevada, 1970).

<sup>145</sup>Ramon M. Rios, "The Comparative Effects of Tape-Led, Led, and Leaderless Groups" (Unpublished doctoral dissertation, University of Southern California, 1972), Dissertation Abstracts International 32, no. 12-A (1972), 6769.

in self-directed groups using the tapes for one session on each of ten consecutive days. These addicts showed marked increase in self-esteem. The Rios study was directed to evaluating the relative effectiveness of three types of group leadership in modifying self-acceptance and acceptance of others: (1) trained leader, (2) "Encountertapes," and (3) no leader, merely a convener. Each of Rios' groups was made up of 12 parents of school children. Group one showed significantly greater growth in self-acceptance than either of the other two groups; group one also gained more in acceptance of others, though this was not significantly greater growth than that shown in group two. Group two gained considerably more in acceptance of others than did group three.

Lieberman, Yalom and Miles set out to discover what happens to people in encounter groups and what it is about group and leader that explains what happens. Two hundred and ten Stanford University volunteers were assigned randomly to 18 groups. Sixteen group leaders, mostly psychiatrists and psychologists, were selected for their extensive experience and because they were considered by their fellow professionals to be the "best leaders in the (San Francisco) Bay area."<sup>146</sup>

These experienced professionals led groups one to fifteen according to 10 different orientations ranging very broadly across Freudian psychoanalytic to Rogerian approaches. Two further groups (16 and 17) were tape-led by "Encountertapes," and the 18th group served as the control group. Treatment was allowed to last any amount of time up to 30 hours.

A productivity or yield score was developed in an attempt to compare the overall effectiveness of such diverse group approaches. As expected, there was appreciable variation among these yield scores; in fact, more variation was

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<sup>146</sup>Morton A. Lieberman, Irvin D. Yalom, and Matthew B. Miles, Encounter Groups: First Facts (New York: Basic Books, Inc., 1973), p. 11.

found among the various experimental groups than between the experimental groups and the control group. "Some groups were highly productive learning environments, others were innocuous. . . . Still others were on balance destructive, leaving more of their participants psychologically harmed than psychologically benefited."<sup>147</sup>

There were also significant differences between the productivity scores for the two tape-led groups. Nevertheless, these two groups ranked third and eighth among the 18 groups in yield or productivity. Tape leadership also appeared relatively safe when compared to professional leadership of groups; though there were 16 psychological casualties in 11 of the groups, none of these was in a tape-led group. This ambitious research effort supports Gibb's conclusion that there are strong indications that tape-led groups are as effective as professionally led groups.<sup>148</sup>

### Summary

The research literature indicated that significant others have extensive and intensive influence on a child's self-esteem level. The parents, as the most significant others in the child's life, were seen to exert the greatest external influence on child self-esteem. The need, feasibility and usefulness of parents as teacher-therapists were in evidence. Parental attitudes toward their children were frequently found to be qualified along three infinitely varying dimensions: democracy-domination, acceptance-rejection, and indulgence-autonomy. High degrees of democracy, acceptance, and encouragement of child autonomy, accompanied by high parent self-acceptance or

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<sup>147</sup> Ibid., p. 128.

<sup>148</sup> J. R. Gibb, "The Effects of Human Relations Training," in Handbook of Psychotherapy and Behavior Change, eds. A. E. Bergin and S. L. Garfield (New York: John Wiley and Sons, 1971), pp. 839-62.

self-esteem stood out as being important to high child self-esteem. However, no one of these four was sufficient by itself nor were all four together necessary conditions for high child self-esteem.

Child self-esteem was found generally related to academic achievement for the child. This relationship was seen to be a strong reciprocal relationship rather than a cause-effect relationship. The relationship was seen as being especially strong between self-esteem and reading achievement. Also, while there were some indications of a positive relationship between self-esteem and mathematics achievement, the indications were not so consistent as for reading achievement. The indications of similarity or dissimilarity of sex-based correlations between self-esteem and achievement were even less consistent.

With the research evidence that effectiveness or ineffectiveness of parents is reflected in their children's levels of self-acceptance and that counseling of the parents of underachieving children was more effective than counseling with the students themselves, the need for an economical approach to parent education became clear. The group approach was found to be more efficient than the individual approach to parents. Tape-led groups were found to be about as effective as professionally led groups.

The conditions of a helping or therapeutic relationship were found to be embodied in the PET approach. This parent group approach seemed especially effective in bringing about those conditions that Coopersmith found to be basic to child self-esteem. This suggests that a tape-led group approach to parent education incorporating these principles could assist a large number of parents to become more productive helpers of their children. An experiment with such a program, Tape-Assisted Parent Education Discussions (TAPED), is described in the next chapter.

## CHAPTER III

### EXPERIMENTAL MATERIALS AND PROCEDURES

This chapter describes the details of an experiment in tape-led parent education discussion groups and includes a description of the research materials, subjects, and experimental procedure.

The objectives of this study were:

- (1) to develop an economical and practical means of parent education for enhanced communication and problem solving abilities;
- (2) to determine the effectiveness of tape-led parent group discussions for enhancing parent-child relationships and parental self-esteem; and
- (3) to measure changes in the self-esteem and achievement levels of fifth graders resulting from parental change.

#### Design of Research Materials

In order to attain the objectives of this study, a new program of materials had to be developed. This consisted of a series of (a) tape cassettes, (b) classnotes, and (c) homework assignments. The resulting parent educational program incorporated the principles of Parent Effectiveness Training and the economies of the tape-led small discussion group approach.

During the summer of 1973, the experimenter had participated in intensive training sessions in order to be licensed to teach personally led PET courses. Tape recordings of and lecture notes from these training sessions along with the experimenter's experience in teaching PET



classes furnished the basic ideas which were developed into a formal program called Tape Assisted Parent Education Discussions (TAPED).

### The Tape Cassettes

These audiotape presentations of the TAPED program were on cassettes, one cassette for each session. The tapes were made to embody the basic concepts of PET in a programmed framework similar to that employed by Berzon, Solomon and Reisel in the successful "Encountertapes" program described in the previous chapter.<sup>1</sup> In broad general outline, this taped presentation followed Gordon's Parent Effectiveness Training, the book used at home by the experimental parents as a reading text.<sup>2</sup>

Session I of the TAPED program, Acceptance or Unacceptance - Your Response to Another's Behavior, was primarily a theoretical treatment of the accepting person as compared to the unaccepting person. In the previous Chapter II, repeated evidence was found, especially as reported in the section dealing with acceptance-rejection and parent-child relationships, that acceptance by significant others is basic for the formation of high child self-esteem. It was seen how Piers found that parental satisfaction with the child as he is may well be the most significant factor separating emotionally disturbed children from normal children.<sup>3</sup>

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<sup>1</sup>B. Berzon, L. N. Solomon, and J. Reisel, "Audio-Tape Programs for Self-Directed Groups," in New Perspectives on Encounter Groups, eds. L. N. Solomon and B. Berzon (San Francisco: Jossey-Bass, Inc., 1972).

<sup>2</sup>Thomas Gordon, Parent Effectiveness Training (New York: Peter H. Wyden, Inc., 1970).

<sup>3</sup>Ellen V. Piers, "Parent Prediction of Children's Self-Concepts," Journal of Consulting and Clinical Psychology 38, no. 3 (1972):428-33.

The subject matter of Session I included a discussion of how and why acceptable behaviors can become unacceptable, and vice versa. (Appendix A, below, contains a detailed outline of the material covered in each of the nine sessions.)

Sessions II and III, How to Help Others when They Own the Problem, dealt with the parental skill of empathic listening and giving accurate feedback of the feelings perceived in the other person who has the problem. The review of the research on autonomy and self-esteem in the previous chapter indicated that in the last analysis each individual does decide for himself what he will accept responsibility for. Rogers saw the effective helper as one who could listen empathically and acceptingly while leaving the responsibility for a problem's solution with the person who owns the problem.<sup>4</sup> Gordon incorporated this Rogerian approach to helping another with a problem and called it "active listening."<sup>5</sup> This skill of active listening was discussed and practiced in Sessions II and III.

Sessions IV and V-A, How to Change Others' Unacceptable Behaviors when You Own the Problem, dealt with the parent skill of honestly communicating parent needs without accusing or blaming the person whose action is causing the problem. This parent skill of sending good "I-messages" was developed so that parents can effectively get help from the person most able to alleviate the problem, namely the one contributing to it. The review of PET literature in

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<sup>4</sup>Carl R. Rogers, Client Centered Therapy (Boston: Houghton Mifflin, 1951); Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin Co., 1961).

<sup>5</sup>Thomas Gordon, A Theory of Parent Effectiveness (Pasadena, California: Parent Effectiveness Training, 1967; ERIC: ED 028 815); Thomas Gordon, Parent Effectiveness Training (New York: Peter H. Wyden, Inc., 1970).

Chapter II indicated that when the other person (child) has seen the parent as an understanding helper (through active listening), then it is not unrealistic to expect the child to become the helper when his behavior is the cause of the parent's problem. The skill of sending effective I-messages to enlist the child's cooperation was discussed and practiced during Sessions IV and V-A.

Session V-B treated briefly of ways to modify the home environment in order to prevent or eliminate problems. Examples and more details of these techniques can be found in the outlines for Sessions IV and V, Appendix A.

Sessions VI and VII, Resolving Conflicts of Needs, dealt with the family situations unacceptable to both parent and child. The PET approach to resolving such a conflict of needs recognizes that here the relationship shares the problem, so the solution to the conflict must be generated by both (or all) parties sharing the problem. This democratic approach, called the no-lose method of conflict resolution, demands artful interweaving of the skills of active listening and I-messages. Details of how this was done are indicated in the notes for Sessions VI and VII, Appendix A.

Success with the no-lose approach to conflict resolution calls for a sensitive recognition of the other person's needs, a tenacious recognition of one's own needs, as well as truly democratic mutual respect and openness. In the literature on democracy and self-esteem reviewed in the previous chapter, it became clear that dogmatic and domineering parental attitudes hamper the child's personal growth and security. Sessions VI and VII demonstrated advantages of the no-lose method of conflict resolution over one-sided power approaches to conflicts.

Session VIII, Values and Collision of Values, dealt with matters of beliefs, tastes, and opinions, and how these relate to family problems. Here

parents were helped to appreciate the great variety of opinions or personal positions that can be peacefully held in our pluralistic society.

The important distinction between conflict of needs and collision of values was drawn and dealt with in detail. In the two previous sessions a no-lose approach to solving mutual problems was developed on a basis of democratic respect; in the present session the need for democratic respect remains paramount. However, Session VIII did not deal with problems but with disagreement that should or must be accepted. These disagreements, differences of tastes, or collisions of values, have to do with matters that do not actually have a tangible effect on the lives of others (except perhaps remotely); rather, they have to do with more purely personal matters that free people are free to disagree about.

Session IX, Summary and Perspectives, presented a review and synthesis of the course. Special emphasis was put on a review of the somewhat complex no-lose method of conflict resolution. At this final session, a group evaluation of the whole course was asked for.

The assistance of two master's level educators familiar with the standard person-led presentation of PET courses was employed in determining the PET character of the TAPED presentations. These two independent judges were furnished with the standard instructor outline for PET courses and the TAPED tapes. Each judge compared the TAPED program with the PET materials on a ten point scale. The final form of the TAPED program was judged to present at least seventy percent of the PET ideas, while at most thirty percent of the TAPED program was judged to be different from the ideas included in PET.

#### Classnotes

A detailed outline of the subject matter on each of the tapes was devised to serve as classnotes for the experimental parents (see Appendix B).

These printed notes, based on the subject matter of the current session, were distributed to each parent at the beginning of each session. These notes paralleled the taped presentation in great detail and served multiple purposes. As printed information paralleling the auditory input, they were designed to employ the visual modality in a complementary way. Examples and directions for the various skills were given in the notes. These printed notesheets were only partially filled and provided spaces wherein the parents were encouraged to make further personal notes and to do written classroom exercises. Such notes were also to serve as tools for group discussions as well as memory aids and records of what had been discussed both on the tapes and in the group discussions.

### Homework

The design of the various portions of the homework exercises (see Appendix B) followed readily from the four purposes of those exercises: (1) to involve the parents actively in answering questions and working out problems which required recalling and understanding of the theory presented on the tapes; (2) to direct and motivate these parents in their reading of the textbook; (3) to direct and encourage them to practice at home the specific skills presented on the tapes; and (4) to allow them to provide examples of success and failure from their own home experiences to be shared with and analyzed by the group. Each homework assignment included a checklist whereby the parents indicated which of the written exercises, assigned readings, and practice activities they had done. A Course Evaluation Survey constituted part of Assignment Number 8.

### Subjects

The subjects of this study were public school parents and their fifth grade children. The parents were the only subjects to receive any experimental

treatment, but their fifth grade children were tested before and after the experimental treatment.

Subjects were residents of Schaumburg and Hoffman Estates, Illinois, two adjacent suburbs northwest of Chicago. According to 1970 census data, median family incomes for the two villages were \$13,888 and \$14,549, while mean incomes were \$14,531 and \$15,199 for Schaumburg and Hoffman Estates respectively. The area is a rapidly growing area served by Public School District 54. There are currently over 16,000 children from pre-kindergarten through eighth grade being served by District 54.

The portion of District 54 from which the subjects of this study were taken is served by Eisenhower Junior High School. This area was chosen since, after serving the area for a year as school psychologist, the experimenter was acquainted with the administrative personnel and the characteristics of the school population. There is also a wide variety of housing and status represented in the area. Most of the homes are single family dwellings, but some are multiple dwellings of various types. There are apartments, condominiums and townhouses suited to varying tastes and financial status. Most of the families in the area are still quite young, with only a relatively small portion of them having college-age children at the time of the experiment.

Fifth graders were chosen for study because the 10 or 11 year old child is still in the period of Piagetian concrete operations.<sup>6</sup> In this stage of development, the child has achieved a conception of time, space, number and rudimentary logic so that he can perceive relationships that exist or are presented to his consciousness in a concrete fashion. At the same time, the 10-11 year old is not yet a good logician or abstract thinker; rather, he still

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<sup>6</sup>Jean Piaget and Barbel Inhelder, The Psychology of the Child (New York: Basic Books, Inc., 1969).

reacts quite openly to what he perceives in his everyday situation.

Such a child still remains free to respond to parental expressions of attention in an honest and open reaction that is quite untainted by the cynicism of the idealistic adolescent who is developing abstract thinking ability. Few fifth graders are yet capable of this sort of ability to abstract, and yet they are already capable of reading about and reliably reporting on specific or concrete relationships pertinent to their development when such relationships are presented to them.

All two-parent families having a fifth grader in any of the five elementary schools canvassed were invited by letter to participate. Single parent families received the same letter of invitation, but part of that letter explained that experimental controllability argued their exclusion from the present experiment (see Appendix C). This letter and a registration survey were delivered by first class mail to approximately 370 families.

Only the couples of parents volunteering to participate were instructed to return the completed survey forms. They could either return these forms by mail along with a \$10.00 fee, or they could return them in person after attending a meeting to learn more about the research project. Six couples registered to participate before this introductory meeting. About fifty people attended the meeting, a few without their spouses and the great majority with their spouses. A total of thirty couples volunteered to participate in the experiment. Fifteen couples were to be randomly selected as controls and fifteen as experimentals.

Since it was necessary for couples to participate in the experiment as couples, the chance division into controls and experimentals could not be completed until all groups of parents had been tested. Nevertheless it was desirable for credibility purposes to randomly sort the couples into "heads"

and "tails" groups for each of the attendance nights. The final determination of which groups would be the experimentals and which controls was made by flipping a coin; this was done only after both members of all couples had been tested. This coin flipping took place in the presence of the last group tested.

Though such an unbiased method of selection could hardly generate justifiable resentment at not being chosen as one of the experimental couples, it could nevertheless generate disappointment in the controls. In order to alleviate this disappointment, eliminate any contamination by it, and keep the controls' cooperation for post-experiment testing, they were assured that they could participate in a similar 1975 post-experiment series of TAPED.

Five husbands and five wives were assigned to each of the three experimental attendance groups. Experimental couples not attending at least seven sessions were dropped from the experiment. Only one experimental couple attended fewer than seven sessions and had to be dropped from the experiment. The husband and wife attended five and four sessions respectively. Between pre- and post-experiment testing, three control group couples withdrew themselves from participation. Two of these couples had been the only volunteers from the smallest school represented. As a result, there were fourteen experimental couples and twelve control couples from four elementary school areas.

The division of the fifth grade children into experimentals and controls followed that of their parents. The children of control parents served as control students, and the children of experimental parents were labeled experimental students, even though they received no experimental treatment.

Membership in a given attendance group was determined primarily by the expressed preferences for meeting times as indicated in the registration survey. Generally, first choices of meeting times were honored; however, group size and



whether or not spouses wanted to attend on the same evening were also considered. As a result it was necessary to assign second choices of meeting times to seven individuals.

### Experimental Treatment

The experimental treatment consisted of pre-testing of parents and children, the nine week TAPED program for parents, post-testing of all subjects one week after the end of the TAPED program, and follow-up testing three months after the last TAPED session.

### The Testing Program

The same tests were used for all three administrations. The three parent tests used were the Parent Attitude Research Inventory (PARI), the California Psychological Inventory (CPI), and the Child Behavior Rating Form (CBRF). The two tests used with the children were the Coopersmith Self-Esteem Inventory (CSEI) and the California Achievement Tests (CAT).

Parents were tested in groups during the week of September 16, 1974, before being separated into controls and experimentals. Administration of parent tests by the experimenter took approximately one hour and forty-five minutes. During the weeks of September 23 and 30, 1974, the fifth grade subjects were tested by their classroom teachers. There was no experimental involvement of the children after the testing. The various testing instruments used are described below.

#### Parent Attitude Research Inventory (PARI)

The PARI, as developed by Schaefer and Bell, has gone through various modifications since the authors' so-called Final Form IV was published.<sup>7</sup> Some

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<sup>7</sup>E. S. Schaefer and R. Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development 29 (1958):339-61.

of these modifications include Coopersmith,<sup>8</sup> Emmerich,<sup>9</sup> and Krug.<sup>10</sup> And though PARI remains an unsatisfactory instrument for predicting parent behavior,<sup>11</sup> nevertheless Krug called it "the most popular and effective parent-child inventory."<sup>12</sup>

Krug attempted to develop an instrument to replace PARI. However, his efforts to achieve satisfactory construct validation for his own instrument, PABI (III), have stalled, and he advised this researcher against using the PABI.<sup>13</sup>

The form of PARI used in the present experiment is the experimenter's revision of Coopersmith's adaptation. Coopersmith had chosen eighty items of the PARI "describing attitudes and behaviors that appeared to be most relevant to the formation of self-esteem."<sup>14</sup> Generally these eighty items were acceptable, but since Coopersmith's revision was directed to mothers, it was necessary to modify his version somewhat for use with both parents.

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<sup>8</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

<sup>9</sup>Walter Emmerich, "The Parental Role: A Functional-Cognitive Approach," Monographs of the Society for Research in Child Development 34, no. 8 (1969), 71 pp.

<sup>10</sup>Ronald S. Krug, Evaluation of Parental Attitudes and Behavior Inventory; Terminal Progress Report (Oklahoma University, Oklahoma City Medical Center, 1971; ERIC: ED 060 022).

<sup>11</sup>U. C. Gehart and L. L. Geismar, "PARI as a Predictor of Parental Behavior," Child Welfare 48 (1969):602-05; Ronald S. Krug, Evaluation of Parental Attitudes and Behavior Inventory; Terminal Progress Report (Oklahoma University, Oklahoma City Medical Center, 1971; ERIC: ED 060 022).

<sup>12</sup>*Ibid.*, p. 1.

<sup>13</sup>Personal correspondence from Ronald S. Krug to Stephen Uhl, December 19, 1973.

<sup>14</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967), p. 74.

Besides modifying item wording so as to apply to both parents, five items referring to very young mothers were dropped altogether. Several items were modified for greater precision of wording. Two items omitted by Coopersmith, one from the acceptance-rejection scale and one from the indulgence-autonomy scale, were restored from the Schaefer and Bell items.<sup>15</sup> The present revision allots twenty-five items to each of the three scales: democracy-domination, acceptance-rejection, and indulgence-autonomy. The seventy-five items are presented in cyclic order from scale to scale.

The conventional scoring method was used in evaluating parental attitudes of democracy, acceptance, and encouragement of autonomous development. However, for evaluating husband-wife unanimity, a step-difference score was developed in the following manner. Comparison was made between the way each item was answered by the two spouses; if one spouse strongly agreed (A a d D) with a statement and the other moderately disagreed (A a A D) with that same statement, the step-difference for that item was two points. The sum of these item step-differences became the step-difference score and indicated the degree of disagreement between spouses. Thus, the smaller the step-difference score for a given couple, the greater their unanimity.

#### The California Psychological Inventory (CPI)

According to Goldberg, CPI has strengths and weaknesses similar to the MMPI, from which approximately 37% of its 480 true-false items were taken.<sup>16</sup>

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<sup>15</sup>E. S. Schaefer and R. Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development 29 (1958):339-61.

<sup>16</sup>Lewis R. Goldberg, "California Psychological Inventory," in The Seventh Mental Measurements Yearbook, ed. O. K. Buros (Highland Park, New Jersey; The Gryphon Press, 1972), Vol. 1, pp. 94-96.

Anastasi accepted the 1964 revision of the CPI as "one of the best personality inventories currently available."<sup>17</sup> In spite of his criticism of the instrument's overabundance and redundancy of scales, Goldberg was in basic agreement with Anastasi's conclusion. Goldberg concluded that even if CPI is eventually made obsolete by more sophisticated instruments, it will serve the knowledgeable practitioner for at least the next five years better than most comparable instruments on the market today.<sup>18</sup>

Only the self-acceptance scale of the CPI was used to assess parental self-esteem, which was taken in the subjective sense of self-acceptance. This is in accord with the CPI manual which states that the self-acceptance scale is used to "assess factors such as personal worth, self-acceptance, and capacity for independent thinking and action."<sup>19</sup>

The basic method of scale construction for the CPI is empirical. Thus, items incorporated into a given scale are those that had been selected as self-descriptive by persons independently shown to have the characteristic of that given scale, irrespective of the face value of the item.

#### The Child Behavior Rating Form (CBRF)

The CBRF was used to assess parental perceptions of their children's

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<sup>17</sup>Anne Anastasi, Psychological Testing (London: The Macmillan Co., 1968), p. 448.

<sup>18</sup>Lewis R. Goldberg, "California Psychological Inventory," in The Seventh Mental Measurements Yearbook, ed. O. K. Buros (Highland Park, New Jersey: The Gryphon Press, 1972), Vol. 1, pp. 94-96.

<sup>19</sup>H. G. Gough, California Psychological Inventory Manual (Palo Alto, California: Consulting Psychologist's Press, Inc., rev. ed., 1969).

behavior. Cowen, Huser, Beach, and Rappaport found that such parental perceptions were reliable.<sup>20</sup> The CBRF was developed by the Coopersmith research team which found that on both theoretical and empirical grounds the thirteen child behaviors rated on the CBRF were external manifestations of a child's prevailing self-appraisal.<sup>21</sup>

The conventional scoring method was used in evaluating parental attitudes toward child behavior. However, for evaluating husband-wife unanimity, a step-difference score was developed in the following manner. Comparison was made between the way each item was answered by the two spouses; if, for a given child behavior, one spouse checked "usually" and the other checked "seldom" (always, usually, sometimes, seldom, never), the step-difference for that item was two points. The sum of these item step-differences became the step-difference score and indicated the degree of disagreement between spouses. Thus the smaller the step-difference score for a given couple, the greater their unanimity.

#### The Coopersmith Self-Esteem Inventory (CSEI)

Coopersmith developed the CSEI using fifth grade subjects.<sup>22</sup> Most of the items were adapted from the scale of Rogers and Dymond.<sup>23</sup> Landis found

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<sup>20</sup>Emory L. Cowen, Joan Huser, David R. Beach, and Julian Rappaport, "Parental Perceptions of Young Children and their Relation to Indexes of Adjustment," Journal of Consulting and Clinical Psychology 34, no. 1 (1970): 97-103.

<sup>21</sup>Stanley A. Coopersmith, The Antecedents of Self-Esteem (San Francisco: W. H. Freeman & Co., 1967).

<sup>22</sup>Ibid.

<sup>23</sup>C. R. Rogers and Rosalind F. Dymond, eds., Psychotherapy and Personality Change; Co-ordinated Studies in the Client-Centered Approach (Chicago: University of Chicago Press, 1954).

evidence of the test's validity in assessing self-concept.<sup>24</sup> Simon also found indications of its validity.<sup>25</sup> The test-retest reliabilities found by Coopersmith himself were .88 after a five week interval and .70 after a three year interval.

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Coopersmith saw both the objective and subjective aspects of self-esteem, but he laid greater stress on the objective aspect. The child taking the CSEI as generally administered checks whether a behavior is "like" or "unlike" himself. This is a subjective judgment of the child about himself. However, the child will get a high Coopersmith self-esteem score only if he checks a large number of the items as a panel of professional individuals thought they should be checked to indicate high self-esteem.

This commonly accepted CSEI score is seen here as being too objectively based to furnish the final estimate an individual has of himself. It seems appropriate to agree with Rank that a child "evolves his ego-ideal from himself."<sup>26</sup> His unique aspirations may be so atypical as to have little in common with what the professional panel thought indicated high self-esteem; yet if a specific child's unique aspirations match his own self-perceptions, he should nevertheless enjoy a high level of self-acceptance or self-esteem. Therefore, while the generally accepted CSEI score will be accepted here as a quasi-objective indication of self-esteem, more weight will be given the more subjective self-estimate indicated by the number of CSEI items answered

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<sup>24</sup>H. J. Landis, "A Validity Study of the Self-Esteem Inventory," (paper presented at the meeting of the American Educational Research Association, Chicago, April, 1972; ERIC: ED 062 392).

<sup>25</sup>William E. Simon, "Some Sociometric Evidence for Validity of Coopersmith's Self-Esteem Inventory," Perceptual and Motor Skills 34, no. 1 (1972):93-94.

<sup>26</sup>Otto Rank, Will Therapy and Truth and Reality (New York: Knopf, 1945), p. 212.

differently between the real self (form R) and the ideal self (form W). This number of items a child answers differently on the two forms is called the step-difference score. The magnitude of this step-difference score is an index of the child's self-dissatisfaction. Therefore, the smaller this step-difference score, the greater is a person's self-satisfaction or subjective self-esteem. Form R of the CSEI was administered first and in the standard fashion. Immediately afterwards Form W was administered. For this "ideal self" administration, the subjects were instructed to respond to each item as they wanted that item to describe themselves rather than as they saw it actually describing them. So that the young subjects would not forget this ideal characteristic of the second testing, after each CSEI item there was the phrase "I want this to be" . . . (like-unlike me).

#### The California Achievement Tests (CAT)

The CAT, Level III was used to determine whether fifth grade children of the experimental parents became better academic achievers in reading and mathematics than their controls.<sup>27</sup> Reviewing this reputable set of tests in an earlier version on which the latest version is based, Merwin reported satisfactory reliability.<sup>28</sup> Good construct validity was also indicated by uniformly high correlations with comparable subtests from the Stanford Achievement Tests and Metropolitan Achievement Tests.

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<sup>27</sup>Ernest W. Tiegs and Willis W. Clark, California Achievement Tests-Complete Battery, Level 3 (Monterey, California: McGraw Hill, Inc., 1970).

<sup>28</sup>Jack C. Merwin, "California Achievement Tests," in The Sixth Mental Measurements Yearbook, ed. O. K. Buros (Highland Park, New Jersey: The Gryphon Press, 1965), Vol. 3, pp. 17-19.

## Summary

The total battery of tests, then, consisted of three tests for the parents (PARI, CPI, and CBRF) and two for their fifth grade children (CSEI and CAT). The data furnished by pre, post, and follow-up administrations of these five tests were used to determine the acceptability of the experimental hypotheses tested in the next chapter.

## The TAPED Group Treatment Program

The experimental TAPED program made use of audiotapes, printed class-notes, and homework activities. All of these materials were used in an integrated fashion in order to facilitate parent learning and active involvement. The following is a description of how the treatment program, with the help of a timekeeper, employed these materials in a leaderless group setting.

The week following parent testing, experimental parents met for the first of nine weekly small group discussion sessions. One group met on Monday evening, one on Wednesday evening, and one on Thursday evening. No shifting from group to group was allowed; the three groups were closed groups.

However, anyone who could not meet with his assigned group at the regular time was allowed to attend a make-up meeting the following Saturday morning. At this single Saturday make-up meeting the same tape was played and the same materials were handed out as had been handed out at the regular meetings earlier in that week.

There was no group leader in any of the groups; rather, a timekeeper (with back-up) for each group was chosen by lot to accept the job. The timekeeper attended to such details as turning the tape recorder on and off, distributing handouts, collecting homework, and taking attendance. Group members were urged not to consider the timekeeper their leader. This was done



on the tape. It was likewise the tape recording, heard by all members, that gave the timekeeper his instructions. Thus it was the tape recording that structured the group and served in place of a human group leader.

The three experimental groups met for nine weekly sessions of two hours each. The body of educational material to be covered along with the practical consideration of weekly scheduling determined the number and duration of the treatment sessions. The programmed presentation was heavily interspersed with group discussions and exercises.

These group discussions and exercises varied in length from five minutes to half an hour depending on the nature of the matter being treated. Approximately half of the class time was spent in such activities with the other half being spent in listening to the tape recordings. Generally the segments of time spent in group activity or discussion followed periods of taped presentation of theory or instruction that was to be acted upon in the group.

Printed classnotes containing a detailed outline of the current session and spaces for personal notes by the parents were distributed by the timekeeper at the beginning of each session. These printed notes contained detailed directions for group discussions and activities as well as summary notes of the subject matter on the tapes.

Toward the end of each session, except the ninth, the timekeeper distributed the homework assignments. The experimental parents were to work on these assigned exercises at home, then bring them to the following session when they were discussed and analyzed by the group. The homework, after it had been discussed in the group, was collected by the timekeeper. The experimenter recorded those parts of the assigned activities which the parents had

completed, but no evaluation or feedback was given to the parents with respect to the homework activities.

### Experimental Hypotheses and Statistical Procedures

In order to evaluate the fruitfulness of the experimental treatment program, pre-to-post and pre-to-follow-up changes in the experimental subjects were compared to those changes in the controls. Six major hypotheses and twenty-three minor hypotheses were tested to evaluate the significance of possible changes. The first five major hypotheses and nineteen minor hypotheses deal with parent changes, while the sixth major hypothesis and the three remaining minor hypotheses deal with changes in the children. These twenty-nine null hypotheses follow below.

Hypothesis A: Fifth graders' parents who participated in Tape Assisted Parent Education Discussions (TAPED) do not show significantly more positive change than do control parents, as determined by PARI, CPI, and CBRF.

Hypothesis A<sub>1</sub>: Fifth graders' parents who participated in TAPED are not more democratic toward their children than are control parents, as determined by the democracy-domination scale of the PARI.

Hypothesis A<sub>2</sub>: Fifth graders' parents who participated in TAPED are not more accepting of their children than are controls, as determined by the acceptance-rejection scale of the PARI.

Hypothesis A<sub>3</sub>: Fifth graders' parents who participated in TAPED are not more encouraging of their children's autonomy than are controls, as determined by the indulgence autonomy scale of the PARI.

Hypothesis A<sub>4</sub>: Fifth graders' parents who participated in TAPED do not improve in self-esteem more than do controls as measured by the self-acceptance scale of the CPI.

Hypothesis A<sub>5</sub>: Fifth graders' parents who participated in TAPED do not see their children's behavior as being more acceptable than do controls as measured by CBRF.

Hypothesis B: Individual pairs of husbands and wives who participated in TAPED do not agree in their family attitudes more closely than do controls as determined by PARI and CBRF (pre-experiment).

Hypothesis B<sub>1</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of democracy than are controls, as determined by pre-experiment scores on the democracy-domination scale of PARI.

Hypothesis B<sub>2</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of acceptance than are controls, as determined by pre-experiment scores on the acceptance-rejection scale of PARI.

Hypothesis B<sub>3</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of encouragement of individual autonomy than are controls, as determined by pre-experiment scores on the indulgence-autonomy scale of PARI.

Hypothesis B<sub>4</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their perceptions of their fifth grader's behavior than are controls, as determined by pre-experiment scores on the CBRF.

Hypothesis C: Individual pairs of husbands and wives who participated in TAPED do not agree in their family attitudes more closely than do controls, as determined by PARI and CBRF (post-experiment).

Hypothesis C<sub>1</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of democracy than are controls, as determined by post-experiment scores on the democracy-domination scale of PARI.

Hypothesis C<sub>2</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of acceptance than are controls, as determined by post-experiment scores on the acceptance-rejection scale of PARI.

Hypothesis C<sub>3</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of encouragement of individual autonomy than are controls, as determined by post-experiment scores on the indulgence-autonomy scale of PARI.

Hypothesis C<sub>4</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their perceptions of their fifth grader's behavior than are controls, as determined by post-experiment scores on the CBRF.

Hypothesis D: Individual pairs of husbands and wives who participated in TAPED do not agree in their family attitudes more closely than do controls, as determined by PARI and CBRF (at follow-up).

Hypothesis D<sub>1</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of democracy than are controls, as determined by follow-up scores on the democracy-domination scale of PARI.

Hypothesis D<sub>2</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of acceptance than are controls, as determined by follow-up scores on the acceptance-rejection scale of PARI.

Hypothesis D<sub>3</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their degree of encouragement of individual autonomy than are controls, as determined by follow-up scores on the indulgence-autonomy scale of PARI.

Hypothesis D<sub>4</sub>: Individual pairs of husbands and wives who participated in TAPED are not more unanimous in their perceptions of their fifth grader's behaviors than are controls, as determined by follow-up scores on the CBRF.

Hypothesis E: Participants in TAPED who performed more than one-half of assigned homework exercises and activities do not show significantly more positive change as determined by PARI, CPI, and CBRF, than do participants in TAPED who perform at most one-half of assigned homework exercises and activities.

Hypothesis E<sub>1</sub>: Participants in TAPED who read more than one-half of textbook reading assignments do not make significantly more positive change as determined by PARI, CPI, and CBRF, than do participants who read at most one-half of the textbook reading assignments.

Hypothesis E<sub>2</sub>: Participants in TAPED who completed more than one-half of the assigned written exercises do not make significantly more positive change as determined by PARI, CPI, and CBRF than do participants who completed at most one-half of the assigned written exercises.

Hypothesis E<sub>3</sub>: Participants in TAPED who performed more than one-half of the suggested at-home practice activities do not make significantly more positive change as determined by PARI, CPI, and CBRF, than do participants who performed at most one-half of the suggested at-home practice activities.

Hypothesis F: Fifth graders whose parents participated in TAPED do not show significantly more positive change than do fifth grade children of control parents, as determined by the CSEI and CAT.

Hypothesis F<sub>1</sub>: Fifth graders whose parents participated in TAPED do not improve in self-esteem more than do fifth grade children of control parents, as determined by the CSEI.

Hypothesis F<sub>2</sub>: Fifth graders whose parents participated in TAPED do not improve in reading achievement more than do fifth grade children of control parents, as determined by the reading section of the CAT.

Hypothesis F<sub>3</sub>: Fifth graders whose parents participated in TAPED do not improve in mathematical achievement more than do fifth grade children of control parents, as determined by the mathematics section of CAT.

For the hypotheses with multivariate data, Wilks' lambda will be used to test for significance. For the hypotheses with univariate data, a simple t-test will be used. The data will be analyzed to determine possible significance of changes between pre-experiment and post-experiment tests as well as between pre-experiment and three month follow-up tests.

### Summary

This chapter has described an experiment in using tape assisted parent education discussions designed to eliminate the presence of a professional leader and to evaluate the profit of such a program for improving parent-child relationships, for raising parent self-esteem, and for enhancing the self-esteem and achievement levels of the children.

Tapes for directing the small parent discussion groups were developed incorporating PET principles. Classnotes and homework exercises based on the subject matter of the tapes were developed as teaching-learning aids. The homework exercises included written work, reading, and practice activities.

The subjects of this study were twenty-six volunteering couples and their twenty-six fifth grade children in four schools in Public School District 54, Schaumburg, Illinois. Experimental and control groups of parents were determined by chance; the division of the children followed that of their parents. Pre, post, and three month follow-up testing for all subjects was described. The same five tests, PARI, CPI, CBRF, CSEI and CAT were given in all three instances.

In accord with their own preferred attendance times, the fourteen experimental couples were assigned to small instruction/discussion groups. These parents met for nine weekly tape-led sessions. About half of the meeting time was spent in group discussions guided by the instructions and subject matter on the tapes. A timekeeper used a kitchen timer to keep the program of listening and discussions on schedule. Classnotes were given to the parents so that they could more easily follow the subject matter on the tapes as well as have a lasting set of notes that would both help them remember the subject matter and help direct them through some of the more involved group activities.

The hypotheses tested and the statistical procedures used in testing for the significance of experimental changes were stated. The following chapter contains the statistical results and analyses related to testing the twenty-nine null hypotheses.



## CHAPTER IV

### STATISTICAL RESULTS AND ANALYSIS

In the previous chapter, experimental treatment procedures were described as they were used with parents of fifth graders who participated for nine weeks in small group discussions led by tapes. The fifth grade children of these parents received no experimental treatment, but they, too, were tested as part of the study. The twenty-nine null hypotheses were stated regarding possible changes in parents' attitudes and children's self-esteem and achievement in mathematics and reading. The purpose of the present chapter is to report and evaluate the statistics needed to judge the results of the experimental TAPED treatment program.

#### Changes in Parents

Possible parental changes as indicated by test scores are examined first. Then possible changes in interspousal unanimity will be studied by comparing amounts of test item agreement between spouses. This will be followed by a study of the amounts of progress shown by Es in relation to the amount of homework they did.

#### Parental Changes Measured by PARI, CPI, and CBRF

In order to determine parental change as measured by all three parent tests, PARI, CPI, and CBRF, hypothesis A was tested. Tables 1 and 2 list the pre-to-post and pre-to-follow-up data for the multivariate analysis of variance for hypothesis A.

TABLE 1

MULTIVARIATE ANALYSIS OF VARIANCE OF THE PARI, CPI, AND CBRF\* DATA  
ON EXPERIMENTAL AND CONTROL PARENT CHANGES, PRE-EXPERIMENT  
TO POST, AND PRE-EXPERIMENT TO FOLLOW-UP

Tests	PARI		CPI		CBRF		$F_{3,48}$	P
	Mean Diff.	S.D.	Mean Diff.	S.D.	Mean Diff.	S.D.		
Post-pre								
E's (28)	15.357	21.830	-0.143	5.366	3.571	8.804	3.169	0.033
C's (24)	-0.625	13.802	-0.125	7.140	1.750	11.881		
<u>Test Intercor.</u>								
CPI	0.155							
CBRF	0.110		0.024					
Follow-pre								
E's (28)	10.179	20.416	0.571	8.030	2.214	6.494	2.338	0.067
C's (24)	-1.333	11.454	-0.583	7.168	4.833	11.126		
<u>Test Intercor.</u>								
CPI	-0.151							
CBRF	-0.039		0.095					

TABLE 2

UNIVARIATE F TESTS FOR PARI, CPI, AND CBRF,  
POST AND FOLLOW-UP COMPARISONS OF E's AND C's

E's vs. C's (post)	Mean Sq.	$F_{1,50}$	P
PARI	3300.926	9.569	0.003
CPI	0.004	0.000	0.992
CBRF	42.873	0.401	0.529
<u>E's vs. C's (follow)</u>			
PARI	1712.613	6.000	0.018
CPI	17.233	0.295	0.590
CBRF	88.644	1.112	0.297

\*Parent Attitude Research Inventory, California Psychological Inventory, and Child Behavior Rating Form.

The mean differences displayed in Table 1 are post-minus-pre and follow-up-minus-pre mean differences in test scores. The greater the mean differences, the more positive are the changes indicated. Thus, on PARI scores pre-to-post, Es showed some fifteen points more mean growth than did Cs. This change for Es exceeded that of Cs to the extent that, with  $p$  equal to 0.003, it was highly significant. CPI changes pre-to-post for both Cs and Es were quite negligible, while those apparent changes on CBRF failed to reach significance.

Considering all three sets of results together, there was clearly a significant positive difference in growth for Es over Cs pre-to-post. This improvement for Es over Cs was significant at the 0.033 level.

Positive changes for Es on the PARI pre-to-follow-up also exceeded those of Cs. E's pre-to-follow-up mean change was 10.179 points, while the change in Cs was -1.333. This difference in amount of change on PARI was significant at the 0.018 level. CPI changes pre-to-follow-up for both Es and Cs were again quite negligible, while those apparent changes on CBRF also failed to reach significance.

Considering all three sets of pre-to-follow-up results together, there was a positive difference for Es over Cs. With  $p$  equal to 0.067, this positive change for Es can be considered significantly greater than for Cs.

Therefore, both the changes pre-to-post and pre-to-follow-up indicate that hypothesis A should be rejected in favor of its alternative: Fifth graders' parents who participated in Tape Assisted Parent Education Discussions (TAPED) show significantly more positive change than do control parents, as determined by PARI, CPI, and CBRF.

Table 3 shows the one-way analysis of variance for total PARI scores for experimental and control groups of parents pre-experiment to post, and

pre-experiment to follow-up. The PARI means in Table 3 indicate the degree of positive parental attitudes of democracy, acceptance, and encouragement of autonomy in family living. The bigger the mean, the more positive the attitudes.

Es showed somewhat less positive overall attitudes before the experiment than did Cs. Es' pre-experimental mean was 224.464 as compared to Cs' mean of 231.208. The resulting p value of 0.372 indicates that the seven point difference in the means before the experiment need not be considered significant.

There was a positive significant change in Es pre-to-post. Their mean scores improved by fifteen points, a positive change significant at the 0.023 level. This positive change did not show up as clearly at follow-up when the mean increase pre-to-follow-up was ten points. With p no greater than 0.123, this pre-to-follow-up change retained no indication of significance.

The mean scores for Cs remained stable at all three testings, while Es' mean improved quite significantly pre-to-post and retained most of their gain at follow-up. However, this gain was no longer significant at follow-up. Therefore, there is indication that treated subjects improved significantly in overall parental attitudes as measured by PARI pre-to-post. However, this positive change was no longer significant three months after the end of treatment.

TABLE 3

ONE WAY ANALYSIS OF VARIANCE FOR TOTAL PARI SCORES FOR EXPERIMENTAL  
AND CONTROL PARENTS PRE, POST, AND FOLLOW-UP

<u>PARI</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's pre	28		224.464		22.766		
E's post	28		239.821		26.655		
E's follow-up	28		234.643		26.280		
<u>Source of Var.</u>							
Betw. pre & post		1		3300.000		5.371	0.023
With. pre & post		54		614.389			
Betw. pre & foll.		1		1450.000		2.399	0.123
With. pre & foll.		54		604.463			
C's pre	24		231.208		30.674		
C's post	24		230.583		30.732		
C's follow-up	24		229.875		27.829		
<u>Source of Var.</u>							
Betw. pre & post		1		5.000		0.005	0.523
With. pre & post		46		942.652			
Betw. pre & foll.		1		22.000		0.026	0.639
With. pre & foll.		46		857.674			
<u>Source of Var. pre</u>							
Betw. E's & C's		1		587.000		0.824	0.372
With. E's & C's		50		712.680			
<u>Source of Var. post</u>							
Betw. E's & C's		1		1102.000		1.347	0.250
With. E's & C's		50		818.100			
<u>Source of Var. foll.</u>							
Betw. E's & C's		1		293.000		0.402	0.535
With. E's & C's		50		729.200			

Twenty-five of the seventy-five items of PARI constitute the democracy-domination scale of that test. In order to determine parental changes in democratic attitudes, hypothesis A<sub>1</sub> was tested. Table 4 shows pre, post, and follow-up comparison data between experimental and control groups on the democracy-domination scale of PARI.

The means of the democracy-domination scale of PARI reported in Table 4 indicate the degree of parental democratic attitudes in family interactions. The greater the mean, the more democratic the attitudes. Thus, Es' mean pre-experiment score showed somewhat less democracy than did Cs.

There was no significant difference between Es and Cs pre-experiment. There was significant change in democracy scores at the 0.019 level for Es pre-to-post; between these two testings, there was no apparent change for Cs. At post testing the difference between Es and Cs was not significant with  $p$  equaling 0.153.

At follow-up time the mean difference between Es and Cs had diminished to less than two points, a difference that was not significant, since  $p$  equaled 0.489. The pre-to-follow-up change in Es no longer reached significance with  $p$  at 0.149. No other comparisons gave strong indications of significant differences.

Therefore, there is an indication that Es showed significantly more democratic and less dominating family attitudes as expressed in pre-to-post PARI results. Enough of this positive change in Es remained at follow-up to indicate a remaining degree of significance indicated by a  $p$  value of 0.149.

Although there were indications that Es made positive changes pre-to-post and pre-to-follow-up, comparison of Es with Cs indicated no significant differences between the two groups. There was slight indication that Cs, at the beginning of the experiment were somewhat more democratic

TABLE 4

COMPARISON OF EXPERIMENTALS' DEMOCRACY-DOMINATION SCORES ON PARI  
WITH THOSE OF CONTROLS PRE, POST, AND FOLLOW-UP

<u>DEM-DOM</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	28		82.071		8.110		
E's Post	28		87.536		8.951		
E's Follow-up	28		85.393		8.991		
<u>Source of Var.</u>							
Betw. pre & post		1		418.063		5.731	0.019
With. pre & post		54		72.942			
Betw. pre & foll.		1		154.437		2.107	0.149
With. pre & foll.		54		73.308			
C's Pre	24		84.625		7.890		
C's Post	24		84.042		8.447		
C's Follow-up	24		83.667		8.463		
<u>Source of Var.</u>							
Betw. pre & post		1		4.062		0.061	0.684
With. pre & post		46		66.796			
Betw. pre & foll.		1		11.000		0.164	0.662
With. pre & foll.		46		66.935			
<u>Source of Var. pre</u>							
Betw. E & C		1		84.250		1.313	0.256
With. E & C		50		64.150			
<u>Source of Var. post</u>							
Betw. E & C		1		157.750		2.073	0.153
With. E & C		50		76.080			
<u>Source of Var. foll.</u>							
Betw. E & C		1		38.437		0.502	0.489
With. E & C		50		76.602			

than were Es. Post-experiment comparison showed Es' scores improved enough to indicate a possible change between the two groups. By follow-up testing time, Es retained slightly higher means than Cs, but the difference was not great enough to exceed chance levels.

Therefore, there was no convincing evidence that hypothesis  $A_1$  should be rejected in favor of its alternative.

In order to test for significance of change in parent scores on the acceptance-rejection scale of PARI, hypothesis  $A_2$  was tested. Table 5 shows pre, post, and follow-up comparison data between experimental and control groups on the acceptance-rejection scale of PARI.

The means of the acceptance-rejection scale of PARI reported in Table 5 indicate the degrees of parental acceptance of family life and obligations. At all three testings, the means for Cs and Es were very similar. Standard deviations were appreciably greater for Cs than for Es at all testings. E scores improved pre-to-follow-up going from 69.286 to 71.250; however, this improvement was not significant. No significant differences showed up either between testing times or between groups tested. Therefore, hypothesis  $A_2$  must not be rejected.

The remaining twenty-five PARI items make up the indulgence-autonomy scale. To determine if there were significant changes in parental attitudes toward increased autonomy for their children, hypothesis  $A_3$  was tested. Table 6 shows pre, post, and follow-up comparison data between experimental and control groups of parents on the indulgence-autonomy scale of PARI.

The means of the indulgence-autonomy scale of PARI reported in Table 6 indicate the degree of parental encouragement of autonomous development. The greater the mean, the greater the encouragement of autonomy. Thus, Es showed somewhat less positive attitudes toward autonomous development



TABLE 5

COMPARISON OF EXPERIMENTALS' ACCEPTANCE-REJECTION SCORES ON PARI  
WITH THOSE OF CONTROLS PRE, POST, AND FOLLOW-UP

<u>Acc.-Rej.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	28		69.286		8.931		
E's Post	28		71.143		9.478		
E's Follow-up	28		71.250		9.208		
<u>Source of Var.</u>							
Betw. pre & post		1		38.312		0.570	0.460
With. pre & post		54		84.800			
Betw. pre & foll.		1		54.000		0.656	0.427
With. pre & foll.		54		82.278			
C's Pre	24		70.583		13.210		
C's Post	24		71.250		13.954		
C's Follow-up	24		70.208		12.776		
<u>Source of Var.</u>							
Betw. pre & post		1		5.375		0.029	0.647
With. pre & post		46		184.617			
Betw. pre & foll.		1		1.625		0.010	0.566
With. pre & foll.		46		168.867			
<u>Source of Var. pre</u>							
Betw. E & C		1		21.750		0.176	0.656
With. E & C		50		6167.625			
<u>Source of Var. post</u>							
Betw. E & C		1		0.187		0.001	0.445
With. E & C		50		138.079			
<u>Source of Var. foll.</u>							
Betw. E & C		1		14.000		0.116	0.683
With. E & C		50		120.865			

TABLE 6

COMPARISON OF EXPERIMENTALS' INDULGENCE-AUTONOMY SCORES ON PARI  
WITH THOSE OF CONTROLS PRE, POST, AND FOLLOW-UP

<u>Ind.-Aut.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	28		73.143		9.872		
E's Post	28		80.429		11.846		
E's Follow-up	28		78.000		11.665		
<u>Source of Var.</u>							
Betw. pre & post		1		743.125		6.250	0.015
With. pre & post		54		118.896			
Betw. pre & foll.		1		330.312		2.829	0.095
With. pre & foll.		54		116.763			
C's Pre	24		75.917		12.796		
C's Post	24		75.750		11.494		
C's Follow-up	24		76.000		10.125		
<u>Source of Var.</u>							
Betw. pre & post		1		0.312		0.002	0.467
With. pre & post		46		147.921			
Betw. pre & foll.		1		0.062		0.0005	0.402
With. pre & foll.		46		133.128			
<u>Source of Var. pre</u>							
Betw. E & C		1		99.437		0.777	0.386
With. E & C		50		127.946			
<u>Source of Var. post</u>							
Betw. E & C		1		282.812		2.071	0.153
With. E & C		50		136.549			
<u>Source of Var. foll.</u>							
Betw. E & C		1		51.750		0.429	0.522
With. E & C		50		120.640			

than did Cs pre-experiment. However, with  $p$  equal to 0.386, this difference did not appear significant.

At post-testing, with  $p$  equal to 0.015, a clearly significant positive change in Es' autonomy score showed up, while Cs' mean remained stable pre-to-post. This change in Es brought about a post-experiment difference of five points between Es and Cs; however this difference did not reach significance. Es' mean decreased somewhat, post-to-follow-up, while Cs' mean showed a slight increase accompanied by a decrease in standard deviation. The result was that at follow-up Es' mean, though higher, was not significantly higher than that of Cs. Nevertheless, Es' scores at follow-up still showed enough increase over their pre-experiment scores to approach significance at the 0.095 level.

Therefore, although Es showed significant growth in attitudes toward autonomous development at post-testing and a major portion of this growth still appeared evident at follow-up, and although there was some indication of significantly greater autonomy in Es than Cs at post-testing, nevertheless, Es' higher mean at follow-up could have been due to chance. As a result, it is not safe to reject hypothesis  $A_3$ .

The self-acceptance scale of the CPI was used to evaluate parental self-esteem. To determine if there were significant changes in parental self-esteem, hypothesis  $A_4$  was tested. Table 7 shows the one way analysis of variance for CPI self-acceptance scores for experimental and control groups of parents pre-experiment to post, and pre-experiment to follow-up.

The means of the self-acceptance scale of the CPI reported in Table 7 indicate levels of parental self-acceptance. The greater the mean, the greater the self-acceptance. At all three testings the means for Cs and Es were very similar. Standard deviation scores were somewhat greater for Cs than for Es, but no significant differences showed up either between testing times or

TABLE 7

ONE WAY ANALYSIS OF VARIANCE FOR THE CPI SELF-ACCEPTANCE SCORES  
FOR EXPERIMENTAL AND CONTROL PARENTS PRE, POST, AND FOLLOW-UP

<u>SA</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	28		56.357		10.343		
E's Post	28		56.214		11.177		
E's Follow-up	28		56.929		10.396		
<u>Source of Var.</u>							
Betw. pre & post		1		0.250		0.002	0.468
With. pre & post		54		115.949			
Betw. pre & foll.		1		4.437		0.041	0.668
With. pre & foll.		54		107.527			
C's Pre	24		56.250		12.959		
C's Post	24		56.125		12.808		
C's Follow-up	24		55.667		11.999		
<u>Source of Var.</u>							
Betw. pre & post		1		0.187		0.001	0.443
With. pre & post		46		142.372			
Betw. pre & foll.		1		4.062		0.026	0.640
With. pre & foll.		46		155.954			
<u>Source of Var. pre</u>							
Betw. E & C		1		0.125		0.001	0.428
With. E & C		50		135.020			
<u>Source of Var. post</u>							
Betw. E & C		1		0.125		0.001	0.432
With. E & C		50		121.187			
<u>Source of Var. foll.</u>							
Betw. E & C		1		20.500		0.165	0.662
With. E & C		50		124.586			

between groups tested. Therefore, hypothesis  $A_4$  must not be rejected.

To evaluate parental perceptions of their children's actions, the CBRF was used. In order to determine whether treated parents perceived their children's behavior as being more acceptable than did controls, hypothesis  $A_5$  was tested. Table 8 shows the one way analysis of variance of CBRF scores for experimental and control groups of parents pre-experiment to post, and pre-experiment to follow-up.

The means of the CBRF scores reported in Table 8 indicate the degree of parental acceptance of their children's behavior. The greater the mean, the more positive the parental perceptions of the behavior. Thus, Es appeared less accepting of their children's behavior than did Cs at all three testings. There was appreciably greater variance in Cs' scores than in Es' at each testing.

Es' mean score improved from pre-to-post, but with  $p$  equal to 0.152, the change was not significant. Es' mean remained just over two points higher at follow-up than at pre-testing, but this indicated improvement did not reach significance. Cs' mean scores improved progressively from testing to testing. There was a significant difference pre-to-follow-up between Cs' scores and Es'. This difference, significant at the 0.052 level, showed Cs as being more accepting of their children's behavior than Es. Therefore, hypothesis  $A_5$  must not be rejected.

#### Changes in Unanimity in Individual Pairs of Parents

To measure changes in interspousal unanimity regarding parental attitudes toward family life, the items of PARI were used; to measure interspousal unanimity regarding parental perceptions of their children's behavior, the items of CBRF were used. In order to evaluate these changes,

TABLE 8

ONE WAY ANALYSIS OF VARIANCE FOR CBRF SCORES OF EXPERIMENTAL  
AND CONTROL PARENTS PRE, POST, AND FOLLOW-UP

<u>CBRF</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	28		72.214		8.766		
E's Post	28		75.786		9.777		
E's Follow-up	28		74.429		8.690		
<u>Source of Var.</u>							
Betw. pre & post		1		178.500		2.070	0.152
With. pre & post		54		86.213			
Betw. pre & foll.		1		68.562		0.900	0.349
With. pre & foll.		54		76.179			
C's Pre	24		76.000		13.266		
C's Post	24		77.750		15.394		
C's Follow-up	24		80.833		14.493		
<u>Source of Var.</u>							
Betw. pre & post		1		36.750		0.178	0.655
With. pre & post		46		206.489			
Betw. pre & foll.		1		280.375		1.452	0.232
With. pre & foll.		46		193.030			
<u>Source of Var. pre</u>							
Betw. E & C		1		220.500		1.333	0.252
With. E & C		50		165.392			
<u>Source of Var. post</u>							
Betw. E & C		1		49.875		0.311	0.583
With. E & C		50		160.625			
<u>Source of Var. foll.</u>							
Betw. E & C		1		530.062		3.858	0.052
With. E & C		50		137.406			

interspousal item-discrepancy or step-difference scores on the PARI and CBRF were developed. These step-difference scores are the sums of the unsigned (absolute) score differences on each test item.

To determine pre-experiment interspousal unanimity of family attitudes hypothesis B was tested. To determine this unanimity post-experiment and at follow-up, hypotheses C and D were tested. Tables 9 and 10 list the pre, post, and follow-up interspousal unanimity data for the multivariate analysis of variance for hypotheses B, C, and D.

The mean difference scores reported in Table 9 are mean step-differences and indicate the degree of disagreement between spouses as expressed on the individual items of PARI and CBRF. The smaller the step-differences, the greater the interspousal unanimity. Thus, before the experiment, there appeared to be somewhat greater unanimity between E spouses than between C spouses on PARI. However, with  $p$  equal to 0.238, this PARI difference did not appear to be significant.

The pre-experiment CBRF mean differences for E spouses appeared to show more unanimity than for Cs; but again this difference was not significant. Therefore, when considering both sets of pre-test results together,  $p$  takes on a value of 0.245 indicating that it is not safe to reject hypothesis B.

Regarding post-experimental interspousal unanimity (hypothesis C) there was no convincing evidence of significant differences either in the univariate or multivariate test data. Therefore, hypothesis C should not be rejected.

At follow-up time, C spouses showed somewhat greater unanimity on PARI than did Es. However, with  $p$  at 0.213, this difference failed to reach significance. At the same time, E spouses showed greater unanimity on CBRF than did Cs, but with  $p$  equal to 0.118 the difference was not significant.

TABLE 9

MULTIVARIATE ANALYSIS OF VARIANCE OF PRE, POST, AND FOLLOW-UP  
 INTERSPOUSAL STEP-DIFFERENCE SCORES ON PARI AND CBRF  
 FOR EXPERIMENTAL AND CONTROL COUPLES

<u>Tests</u>	<u>PARI</u>		<u>Inter- correl.</u>	<u>CBRF</u>		<u>F 2,23</u>	<u>P</u>
	<u>Mean Diff.</u>	<u>SD</u>		<u>Mean Diff.</u>	<u>SD</u>		
<u>Husb./wife pre</u>							
Es (28)	50.214	13.763	0.000	18.000	7.104	1.497	0.245
Cs (24)	57.250	15.927		22.333	9.976		
<u>Husb./wife post</u>							
Es (28)	47.857	14.427	0.192	18.857	8.104	0.696	0.509
Cs (24)	52.333	13.330		17.000	4.221		
<u>Husb./wife foll.</u>							
Es (28)	50.929	17.274	0.261	14.429	5.501	2.748	0.085
Cs (24)	43.083	13.304		18.000	5.721		

TABLE 10

UNIVARIATE F TESTS FOR PARI AND CBRF PRE, POST, AND FOLLOW-UP  
 COMPARISONS OF Es AND Cs ON INTERSPOUSAL UNANIMITY

	<u>Mean Sq.</u>	<u>F 1,24</u>	<u>P</u>
<u>Es vs. Cs pre</u>			
PARI	319.853	1.461	0.238
CBRF	121.334	1.663	0.209
<u>Es vs. Cs post</u>			
PARI	129.465	0.667	0.422
CBRF	22.286	0.510	0.482
<u>Es vs. Cs follow-up</u>			
PARI	397.695	1.638	0.213
CBRF	82.417	2.625	0.118



The PARI and CBRF results taken together, then, indicate that C spouses showed greater follow-up unanimity on PARI than did Es, but Es showed greater follow-up unanimity than Cs on CBRF. With  $p$  at 0.085, these contraindicative relationships approach significance. Therefore, it is not safe to reject hypothesis D.

To determine pre, post, and follow-up interspousal unanimity regarding democratic attitudes toward children and family life, hypotheses  $B_1$ ,  $C_1$ , and  $D_1$  were tested. Table 11 lists the comparison data for the one way analysis of variance used in testing each of the above hypotheses.

The means displayed in Table 11 are pre, post, and follow-up step-difference means for individual pairs of husbands and wives on the democracy-domination scale of PARI. These means indicate the degree of interspousal disagreement as regards democratic attitudes toward family life. So the smaller the mean, the greater the interspousal unanimity. Thus, E spouses pre-to-post seemed to improve in their interspousal unanimity, though with  $p$  equal to 0.126 this improvement failed to reach a high level of significance. This positive direction of change for Es diminished to insignificant levels by follow-up testing.

For Cs no significant difference was in evidence pre-to-post, but there was significant improvement in interspousal unanimity for Cs pre-to-follow-up; this was significant at the 0.031 level. Es remained quite stable pre-to-follow-up, while Cs improved significantly. C spouses also appeared to possess greater follow-up unanimity than did E spouses; for this follow-up comparison  $p$  was equal to 0.096. No other comparisons indicated any noticeable degree of difference.

Therefore, hypotheses  $B_1$ ,  $C_1$ , and  $D_1$  cannot be rejected on the present evidence.

TABLE 11

ONE WAY ANALYSIS OF VARIANCE FOR COMPARING INTERSPOUSAL  
UNANIMITY REGARDING DEMOCRATIC ATTITUDES PRE, POST,  
AND FOLLOW-UP FOR Es AND Cs

<u>Dem-Dom Step Diff.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		16.143		6.323		
E's Post	14		12.714		5.225		
E's Follow-up	14		15.357		6.709		
<u>Source of Var.</u>							
Betw. pre & post		1		82.285		2.446	0.126
With. pre & post		26		33.637			
Betw. pre & foll.		1		4.316		0.102	0.687
With. pre & foll.		26		42.497			
C's Pre	12		15.667		5.015		
C's Post	12		13.917		6.346		
C's Follow-up	12		11.667		3.473		
<u>Source of Var.</u>							
Betw. pre & post		1		18.375		0.562	0.468
With. pre & post		22		32.708			
Betw. pre & foll.		1		96.000		5.160	0.031
With. pre & foll.		22		18.606			
<u>Source of Var. pre</u>							
Betw. E & C		1		1.465		0.044	0.671
With. E & C		24		33.183			
<u>Source of Var. post</u>							
Betw. E & C		1		9.340		0.281	0.601
With. E & C		24		797.777			
<u>Source of Var. foll.</u>							
Betw. E & C		1		88.004		2.942	0.096
With. E & C		24		29.912			

To determine pre, post, and follow-up interspousal unanimity regarding acceptance attitudes toward children and family life, hypotheses  $B_2$ ,  $C_2$ , and  $D_2$  were tested. Table 12 lists the comparison data for the one way analysis of variance used in testing each of these hypotheses.

The means displayed in Table 12 are step-difference means for individual pairs of husbands and wives on the acceptance-rejection scale of PARI. These means indicate the degree of interspousal disagreement as regards acceptance of family life, so the smaller the mean, the greater the interspousal unanimity. Thus, E spouses appeared to have greater unanimity than C spouses pre-experiment. With a p value of 0.113, this pre-experimental difference between Es and Cs was not significant.

Es showed some gain pre-to-post, but on follow-up testing nearly half of this gain had disappeared. The changes for Es at both pre-to-post and pre-to-follow-up testing failed to reach statistical significance. Cs showed no gain pre-to-post, but their gain of nearly five points in unanimity scores pre-to-follow-up reached a level of significance with p taking on the value of 0.063. No other comparisons approached significance levels.

Therefore, hypotheses  $B_2$ ,  $C_2$ , and  $D_2$  cannot be rejected on present evidence.

To determine interspousal unanimity regarding attitudes toward encouraging autonomy, hypotheses  $B_3$ ,  $C_3$ , and  $D_3$  were tested. Table 13 lists the comparison data for the one way analysis of variance used in testing these hypotheses.

The means displayed in Table 13 are step-difference means for individual pairs of husbands and wives on the indulgence-autonomy scale of PARI. These means indicate the degree of interspousal disagreement as regards encouragement of autonomy in the family. The smaller the mean, the greater the

TABLE 12

ONE WAY ANALYSIS OF VARIANCE FOR COMPARING INTERSPOUSAL UNANIMITY  
REGARDING ACCEPTANCE ATTITUDES PRE, POST, AND FOLLOW-UP

<u>Acc-Rej Step Diff.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		16.500		3.956		
E's Post	14		18.714		6.684		
E's Follow-up	14		17.714		8.109		
<u>Source of Var.</u>							
Betw. pre & post		1		34.328		1.138	0.296
With. pre & post		26		30.168			
Betw. pre & foll.		1		10.328		0.254	0.615
With. pre & foll.		26		40.706			
C's Pre	12		19.917		6.612		
C's Post	12		19.750		6.982		
C's Follow-up	12		15.167		5.340		
<u>Source of Var.</u>							
Betw. pre & post		1		0.164		0.004	0.496
With. pre & post		22		46.235			
Betw. pre & foll.		1		135.375		3.748	0.063
With. pre & foll.		22		36.118			
<u>Source of Var. pre</u>							
Betw. E & C		1		75.430		2.645	0.113
With. E & C		24		28.518			
<u>Source of Var. post</u>							
Betw. E & C		1		6.930		0.149	0.670
With. E & C		24		46.546			
<u>Source of Var. foll.</u>							
Betw. E & C		1		41.941		0.861	0.366
With. E & C		24		48.689			

TABLE 13

ONE WAY ANALYSIS OF VARIANCE FOR COMPARING INTERSPOUSAL UNANIMITY  
REGARDING ENCOURAGEMENT OF AUTONOMY PRE, POST, AND FOLLOW-UP

<u>Ind-Aut Step Diff.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		17.571		6.548		
E's Post	14		17.143		5.419		
E's Follow-up	14		17.857		5.503		
<u>Source of Var.</u>							
Betw. pre & post		1		1.289		0.036	0.660
With. pre & post		26		36.121			
Betw. pre & foll.		1		0.570		0.016	0.602
With. pre & foll.		26		36.583			
C's Pre	12		21.667		9.228		
C's Post	12		18.667		6.372		
C's Follow-up	12		16.250		8.226		
<u>Source of Var.</u>							
Betw. pre & post		1		53.996		0.859	0.367
With. pre & post		22		62.879			
Betw. pre & foll.		1		176.039		2.304	0.140
With. pre & foll.		22		76.405			
<u>Source of Var. pre</u>							
Betw. E & C		1		108.363		1.741	0.197
With. E & C		24		62.254			
<u>Source of Var. post</u>							
Betw. E & C		1		15.000		0.435	0.522
With. E & C		24		34.516			
<u>Source of Var. foll.</u>							
Betw. E & C		1		16.691		0.352	0.563
With. E & C		24		47.415			

interspousal unanimity. Thus, before the experimental treatment, E spouses showed somewhat greater unanimity than did Cs. However, with  $p$  equal to 0.197, this difference failed to reach a level of significance.

At post and follow-up testing, Es' means remained quite stable; however, Cs showed improvement at each testing. Cs' indicated that changes pre-to-post were not significant, but their pre-to-follow-up comparisons showed improvement that was not significant with  $p$  equal to 0.140. No other comparisons of the data in Table 13 indicated significant changes.

Therefore, hypotheses  $B_3$ ,  $C_3$ , and  $D_3$  cannot be rejected on present evidence.

To determine the pre, post, and follow-up unanimity between spouses as to their children's own behavior, hypotheses  $B_4$ ,  $C_4$ , and  $D_4$  were tested. Table 14 lists the comparison data for the one way analysis of variance used in testing these three hypotheses.

The means displayed in Table 14 are step-difference means for individual pairs of husbands and wives on the CBRF. These means indicate the degree of interspousal disagreement as regards perceptions of their child's behavior. The smaller the mean, the greater the interspousal unanimity. Thus, E spouses pre-to-follow-up appeared to have increased unanimity; however, with  $p$  equal to 0.146, this improvement failed to reach an acceptable level of significance.

There was a pre-to-post improvement in Cs' scores that was somewhat greater as  $p$  took on the value of 0.099, while Es' scores showed a tendency to deteriorate pre-to-post. A different pattern emerges in the follow-up comparisons for the two groups. At this final testing, Es' scores showed greater interspousal unanimity than did those of Cs; with  $p$  taking on the value of 0.115, this difference failed to reach an acceptable level of significance. No other comparisons of the data in Table 14 indicated significant changes.

TABLE 14

ONE WAY ANALYSIS OF VARIANCE FOR COMPARING INTERSPOUSAL UNANIMITY  
REGARDING THEIR CHILDREN'S BEHAVIOR PRE, POST, AND FOLLOW-UP

<u>CBRF Step Diff.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		18.000		7.104		
E's Post	14		18.857		8.104		
E's Follow-up	14		14.429		5.501		
<u>Source of Var.</u>							
Betw. pre & post		1		5.148		0.089	0.688
With. pre & post		26		58.066			
Betw. pre & foll.		1		89.289		2.212	0.146
With. pre & foll.		26		40.363			
C's Pre	12		22.333		9.976		
C's Post	12		17.000		4.221		
C's Follow-up	12		18.000		5.721		
<u>Source of Var.</u>							
Betw. pre & post		1		170.668		2.909	0.099
With. pre & post		22		58.667			
Betw. pre & foll.		1		112.668		1.704	0.203
With. pre & foll.		22		66.121			
<u>Source of Var. pre</u>							
Betw. E & C		1		121.328		1.663	0.207
With. E & C		24		72.945			
<u>Source of Var. post</u>							
Betw. E & C		1		22.281		0.509	0.489
With. E & C		24		43.738			
<u>Source of Var. foll.</u>							
Betw. E & C		1		82.418		2.625	0.115
With. E & C		24		31.393			

Therefore, hypotheses  $B_4$ ,  $C_4$ , and  $D_4$  cannot be rejected.

#### Parental Change and Amounts of Parental Participation in Homework Activities

Assigned at-home activities of three basic types, reading, writing, and practice, were assigned to each of the first eight treatment sessions. Experimental subjects reported which of the assigned activities were performed. To determine whether more positive change took place in the experimental parents performing over half of the assigned activities than took place in experimental parents performing at most one-half of the assigned activities four hypotheses were tested.

Hypothesis E examined the relationship between overall positive change as measured by PARI, CPI, and CBRF, on the one hand, and amounts of the at-home activities performed, on the other. Hypotheses  $E_1$ ,  $E_2$ , and  $E_3$  dealt with the relationship between overall positive change, on the one hand, and each of the following taken separately, on the other: assigned reading, written homework exercises, and at-home practice activities. Tables 15 and 16 display the pre-to-post data needed for the multivariate analyses of variance relating amounts of homework activities performed with overall improvement as indicated by the three parent tests post-experiment. The mean differences displayed in Table 15 are post-minus-pre mean score differences on the PARI, CPI, and CBRF, both for those parents who did at most one-half of the assigned homework and for those who did more than one-half of the assignments. The greater the mean differences, the greater the indicated progress pre-to-post. Thus, Es who did over half of all the homework appeared to improve more on PARI and CBRF pre-to-post than those who did at most one half of all the homework.

There was no significant relationship between overall improvement on the three tests taken together, on the one hand, and portion of all homework done,



TABLE 15

MULTIVARIATE ANALYSIS OF VARIANCE RELATING AMOUNTS OF VARIOUS KINDS  
OF HOMEWORK PERFORMED WITH OVERALL PARENT PROGRESS PRE-TO-POST  
AS INDICATED BY PARI, CPI, AND CBRF

Tests	PARI		CPI		CBRF		F 3,24	P
	Mean Diff.	SD	Mean Diff.	SD	Mean Diff.	SD		
<u>Post-pre</u>								
<u>All homework</u>								
At most $\frac{1}{2}$ ( 6)	8.833	20.173	0.500	4.722	0.500	9.290	0.461	0.712
Over $\frac{1}{2}$ (22)	17.136	22.368	-0.318	5.618	4.409	8.700		
<u>Intercorrelations</u>								
CPI	0.205							
CBRF	0.215		-0.060					
<u>Reading</u>								
At most $\frac{1}{2}$ ( 5)	12.000	20.821	1.800	3.899	1.600	9.940	0.385	0.764
Over $\frac{1}{2}$ (23)	16.087	22.425	-0.565	5.615	4.000	8.723		
<u>Intercorrelations</u>								
CPI	0.208							
CBRF	0.233		-0.053					
<u>Written Work</u>								
At most $\frac{1}{2}$ ( 4)	25.500	16.010	3.500	4.203	0.500	11.121	1.254	0.312
Over $\frac{1}{2}$ (24)	13.500	22.378	-0.750	5.367	4.083	8.541		
<u>Intercorrelations</u>								
CPI	0.140							
CBRF	0.278		-0.031					
<u>Practices</u>								
At most $\frac{1}{2}$ (12)	12.250	20.168	1.833	3.973	1.250	9.176	1.637	0.207
Over $\frac{1}{2}$ (16)	17.688	23.366	-1.625	5.898	5.313	8.380		
<u>Intercorrelations</u>								
CPI	0.247							
CBRF	0.217		0.006					

TABLE 16

UNIVARIATE F TESTS FOR RELATING AMOUNTS OF VARIOUS KINDS  
OF HOMEWORK PERFORMED WITH CHANGES SHOWN ON PARI, CPI,  
AND CBRF AT POST-TESTING

	<u>Mean Sq.</u>	<u>F 1,26</u>	<u>P</u>
<u>All Homework</u>			
PARI	325.003	0.674	0.419
CPI	3.156	0.106	0.747
CBRF	72.039	0.927	0.345
<u>Reading</u>			
PARI	68.603	0.139	0.712
CPI	22.976	0.792	0.382
CBRF	23.657	0.297	0.590
<u>Written Work</u>			
PARI	579.427	1.226	0.278
CPI	61.929	2.250	0.146
CBRF	44.024	0.559	0.461
<u>Practices</u>			
PARI	202.742	0.416	0.524
CPI	82.012	3.066	0.092
CBRF	113.170	1.486	0.234

on the other. Similarly, there was no significant relationship between overall improvement on these three tests taken together, on the one hand, and portions of the reading, written exercises, or practices, taken separately on the other.

The univariate results in Table 16 indicate only two noteworthy instances of possible significance. There is some probability that the portion of written exercises done was related to CPI results. With  $p$  equal to 0.146, there is some indication that those who did fewer of the written exercises made the greater progress according to CPI results pre-to-post. Likewise, there is some indication, with  $p$  taking on the value of 0.092, that those who did fewer of the at home practice activities improved their CPI scores pre-to-post. Neither of these reached an acceptable level of significance. No other univariate or multivariate comparisons here indicated significant pre-to-post changes.

No convincing evidence was found at post-testing to indicate that hypotheses  $E$ ,  $E_1$ ,  $E_2$ , or  $E_3$  should be rejected.

Tables 17 and 18 give the pre-to-follow-up data needed for the multiple analysis of variance relating amounts of homework activities performed with overall improvement as indicated by the three parent tests at follow-up. The mean differences displayed in Table 17 are follow-up-minus-pre mean score differences on the PARI, CPI, and CBRF, both for those parents who did at most one-half of the assigned homework and for those who did more than half the assignments. The greater the mean differences, the greater the indicated progress pre-to-follow-up.

None of the multivariate test comparisons pre-to-follow-up reaches a noteworthy significance level. However, in Table 18, the univariate comparison between portion of written work done and progress shown on PARI seems to indicate a somewhat significant relationship. With  $p$  equal to 0.084, it seems probable that those who did over half of the written homework showed less

TABLE 18

UNIVARIATE F TESTS FOR RELATING AMOUNTS OF VARIOUS KINDS  
OF HOMEWORK PERFORMED WITH CHANGES SHOWN ON PARI, CPI,  
AND CBRF AT FOLLOW-UP

	<u>Mean Sq.</u>	<u>F 1,26</u>	<u>P</u>
<u>All Homework (E)</u>			
PARI	76.001	0.177	0.678
CPI	23.705	0.359	0.554
CBRF	4.714	0.108	0.745
<u>Reading (E1)</u>			
PARI	266.871	0.632	0.434
CPI	9.188	0.138	0.713
CBRF	2.297	0.053	0.820
<u>Written Work (E2)</u>			
PARI	1243.149	3.229	0.084
CPI	0.149	0.002	0.963
CBRF	13.714	0.317	0.578
<u>Practices (E3)</u>			
PARI	21.503	0.050	0.825
CPI	48.003	0.737	0.398
CBRF	4.298	0.098	0.756

progress on the PARI pre-to-follow-up than did those who did, at most, half of the written work. No other univariate or multivariate comparisons indicated significant pre-to-follow-up changes.

Just as no convincing evidence was found at post-testing for rejecting hypotheses E,  $E_1$ ,  $E_2$ , or  $E_3$ , the same was true at follow-up testing. The slight indication at post-testing that perhaps hypothesis  $E_3$  should be rejected did not show up at all at follow-up. Therefore, hypotheses E,  $E_1$ ,  $E_2$ , and  $E_3$  are not rejected.

#### Changes in Fifth Grade Children of Experimental Parents

To determine the relationship between parental participation in TAPED and overall changes in self-esteem and achievement levels in the fifth grade children as measured by CSEI and CAT, hypothesis F was tested. Self-esteem was taken to be almost totally subjective. Therefore, the item-discrepancies or step-differences between Form W and Form R of CSEI were used to measure self-esteem.

Tables 19 and 20 display the data needed for the multivariate analysis of variance relating parental participation, on the one hand, with subjective child self-esteem and academic achievement levels taken together, on the other. This analysis is done for pre-to-post comparisons as well as for pre-to-follow-up comparisons.

The mean differences displayed in Table 19 are the pre-minus-post and the pre-minus-follow-up mean differences for the CSEI results, but for the CAT results these mean differences are the post-minus-pre and the follow-up-minus-pre mean differences. This reversal of the order of comparison makes it possible to make the multivariate comparison according to the single rule: the greater the mean differences, the greater the positive change.

TABLE 19

MULTIPLE ANALYSIS OF VARIANCE RELATING PARENTS' PARTICIPATION  
AND CHILDREN'S IMPROVEMENT IN SUBJECTIVE OR  
STEP-DIFFERENCE CSEI AND CAT SCORES\*

Tests	N	CSEI Step Diffs.		Inter- correlation	CAT		F 2,23	P
		Mean Diff.	SD		Mean Diff.	SD		
<u>Pre/post</u>								
Es	14	-0.071	5.342	-0.036	0.357	0.842	1.436	0.258
Cs	12	3.083	5.053		0.083	0.793		
<u>Pre/follow</u>								
Es	14	4.000	9.551	0.146	0.857	1.027	1.128	0.341
Cs	12	-0.250	5.802		0.500	0.905		

TABLE 20

UNIVARIATE F TESTS FOR SUBJECTIVE CSEI AND CAT POST AND  
FOLLOW-UP COMPARISONS OF Es AND Cs

	Mean Sq.	F 1,24	P
<u>Es vs. Cs (post)</u>			
CSEI	64.308	2.368	0.137
CAT	0.484	0.721	0.404
<u>Es vs. Cs (follow)</u>			
CSEI	116.711	1.800	0.192
CAT	0.824	0.871	0.360

\*Coopersmith Self-Esteem Inventory and California Achievement Tests

Thus it appears that Cs improved in self-esteem pre-to-post more than did Es, while Es showed more improved self-esteem pre-to-follow-up than did Cs. For both periods of time, it appears that Es improved on the CAT more than did Cs. However, univariate comparisons indicate that these differences failed to reach an acceptable level of significance. The result is that multivariate tests failed to show significant differences. Therefore, hypothesis F ought not be rejected.

To determine the relationship between parental participation in TAPED and fifth grade children's self-esteem, hypothesis  $F_1$  was tested. Table 21 shows pre, post, and follow-up comparison data between experimental and control children on the CSEI using the step-difference scores for evaluating self-esteem.

The means displayed in Table 21 are step-difference means which resulted from item-by-item comparison on the CSEI Form W and Form R. These means indicate the mean number of items the children answered differently on Form R as compared with Form W. The smaller the mean, the greater the level of subjective self-esteem. Thus, Es appeared to have improved self-esteem pre-to-follow-up, though this difference was not significant.

None of the self-esteem comparisons reached significance. At post-testing Es showed higher self-esteem than Cs, but with  $p$  at 0.188, this difference was not significant. Again at follow-up testing, Es appeared to have higher self-esteem than did Cs, but with  $p$  equal to 0.486, this difference is not significant. Therefore, hypothesis F is not rejected.

To determine the relationship between parental participation in TAPED and fifth grade children's reading achievement, hypothesis  $F_2$  was tested. Table 22 shows pre, post, and follow-up comparison data between experimental and control children on the CAT reading grade equivalence scores.

TABLE 21

COMPARISON OF EXPERIMENTAL CHILDREN'S SUBJECTIVE CSEI (STEP-DIFFERENCE)  
SCORES WITH THOSE OF CONTROLS PRE, POST, AND FOLLOW-UP

<u>CSEI Step Diff.</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		15.786		8.257		
E's Post	14		15.857		10.733		
E's Follow-up	14		11.786		10.408		
<u>Source of Var.</u>							
Betw. pre & post		1		0.035		0.0004	0.396
With. pre & post		26		91.695			
Betw. pre & foll.		1		112.000		1.269	0.270
With. pre & foll.		26		88.258			
C's Pre	12		14.000		5.752		
C's Post	12		10.917		7.329		
C's Follow-up	12		14.250		6.166		
<u>Source of Var.</u>							
Betw. pre & post		1		57.041		0.314	0.263
With. pre & post		22		43.405			
Betw. pre & foll.		1		0.375		0.011	0.572
With. pre & foll.		22		35.557			
<u>Source of Var. pre</u>							
Betw. E & C		1		20.605		0.396	0.541
With. E & C		24		52.098			
<u>Source of Var. post</u>							
Betw. E & C		1		157.715		1.812	0.188
With. E & C		24		87.026			
<u>Source of Var. foll.</u>							
Betw. E & C		1		39.238		0.516	0.486
With. E & C		24		76.109			



TABLE 22

COMPARISON OF EXPERIMENTAL CHILDREN'S CAT READING GRADE EQUIVALENCE  
SCORES WITH THOSE OF CONTROLS PRE, POST, AND FOLLOW-UP

<u>CAT (Reading)</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		5.329		1.948		
E's Post	14		5.836		1.730		
E's Follow-up	14		6.264		1.786		
<u>Source of Var.</u>							
Betw. pre & post		1		1.800		0.530	0.479
With. pre & post		26		3.394			
Betw. pre & foll.		1		6.129		1.756	0.194
With. pre & foll.		26		3.491			
C's Pre	12		5.500		1.866		
C's Post	12		5.400		1.881		
C's Follow-up	12		5.725		1.866		
<u>Source of Var.</u>							
Betw. pre & post		1		0.060		0.017	0.608
With. pre & post		22		3.509			
Betw. pre & foll.		1		0.304		0.077	0.688
With. pre & foll.		22		3.944			
<u>Source of Var. pre</u>							
Betw. E & C		1		0.190		0.052	0.678
With. E & C		24		3.650			
<u>Source of Var. post</u>							
Betw. E & C		1		1.227		0.387	0.550
With. E & C		24		3.244			
<u>Source of Var. foll.</u>							
Betw. E & C		1		1.879		0.501	0.492
With. E & C		24		3.747			

The means displayed in Table 22 are the mean grade equivalent scores for the fifth graders on the CAT reading section. In reading achievement, Es showed above five months of grade equivalence growth pre-to-post. This pre-to-post growth was not significant. However, Es' grade equivalent reading growth pre-to-follow-up was that of almost a full grade level. While this growth did not attain significance, with  $p$  equal to 0.194, there was some indication of change. No other comparisons strongly suggested any significant change. Therefore hypothesis  $F_2$  was not rejected.

To determine the relationship between parental participation in TAPED and fifth grade children's math achievement, hypothesis  $F_3$  was tested. Table 23 shows pre, post, and follow-up comparison data between E and C children on the CAT math grade equivalence scores.

The means displayed in Table 23 are grade equivalence means. Both Es and Cs appeared to improve in math achievement levels pre-to-post as well as pre-to-follow-up. The only instance in which this improvement reached a noteworthy value of  $p$  was for the Es pre-to-follow-up. This comparison resulted in a  $p$  value of 0.075. However, hypothesis  $F_3$  should not be rejected.

### Summary

This chapter has reported the statistical testing of twenty-nine null hypotheses dealing with the effectiveness of TAPED in producing positive changes in parents and their fifth grade children.

Parental changes measured by PARI, CPI, and CBRF were reported for the testing of hypothesis A (Tables 1 and 2). Es were found to show very significantly greater positive change than Cs on PARI both pre-to-post and pre-to-follow-up. Comparable differences on CPI and CBRF did not reach significance. Nevertheless, multivariate analysis of these changes showed that

TABLE 23

COMPARISON OF EXPERIMENTAL CHILDREN'S CAT MATH GRADE EQUIVALENCE  
SCORES WITH THOSE OF CONTROLS PRE, POST, AND FOLLOW-UP

<u>CAT (Math)</u>	<u>N</u>	<u>DF</u>	<u>MEAN</u>	<u>MEAN SQ.</u>	<u>SD</u>	<u>F</u>	<u>P</u>
E's Pre	14		5.300		1.076		
E's Post	14		5.629		1.013		
E's Follow-up	14		6.100		1.230		
<u>Source of Var.</u>							
Betw. pre & post		1		0.756		0.693	0.418
With. pre & post		26		1.091			
Betw. pre & foll.		1		4.480		3.355	0.075
With. pre & foll.		26		1.335			
C's Pre	12		5.200		1.002		
C's Post	12		5.375		1.469		
C's Follow-up	12		5.783		1.165		
<u>Source of Var.</u>							
Betw. pre & post		1		0.184		0.116	0.603
With. pre & post		22		1.580			
Betw. pre & foll.		1		2.041		1.729	0.200
With. pre & foll.		22		1.181			
<u>Source of Var. pre</u>							
Betw. E & C		1		0.064		0.059	0.683
With. E & C		24		0.087			
<u>Source of Var. post</u>							
Betw. E & C		1		0.415		0.269	0.607
With. E & C		24		1.534			
<u>Source of Var. foll.</u>							
Betw. E & C		1		0.648		0.449	0.516
With. E & C		24		1.442			

Es made significantly more progress both pre-to-post and pre-to-follow-up than did Cs. Therefore, hypothesis A was rejected in favor of its alternative.

Es were found to make very significant gains in democratic attitudes pre-to-post, and some of this positive gain remained at follow-up for Es (Table 4). Post-experimental comparisons of Es with Cs showed Es to be more democratic and less dominating than Cs. This positive difference was not significant at post-testing and it hardly exceeded chance levels at follow-up. Therefore, there was not convincing evidence that hypothesis A<sub>1</sub> should be rejected.

There were no significant differences found in parental attitudes of acceptance of family life (Table 5). Acceptance-rejection mean scores on PARI remained very constant at all three testings for both Es and Cs, though there was greater variance among Cs' scores at all testings than among those of Es. Hypothesis A<sub>2</sub> could not be rejected.

Es showed very significant growth in encouragement of autonomy pre-to-post; and enough of this positive growth remained at follow-up to appear different, though the difference was not statistically significant (Table 6). Comparable changes did not take place in Cs. Post-experimental comparisons between Es and Cs showed Es to be more encouraging of autonomy to a degree that approached but did not reach acceptable significance levels. E to C comparison at follow-up showed Es' mean score remained higher than Cs', but not significantly so. Therefore, it was not safe to reject hypothesis A<sub>3</sub>.

There were no significant differences in parental self-acceptance scores on CPI. These scores remained very similar for both groups at all testings (Table 7). Therefore, hypothesis A<sub>4</sub> could not be rejected.

Es showed improvement pre-to-post in their perceptions of their fifth graders' behavior. This indicated improvement in Es was positive but not

significant (Table 8). At follow-up Es still showed some improvement here, but not at any acceptable level of significance. Cs had higher mean CBRF scores than Es at all three testings and showed improved scores from testing to testing. These higher C scores were accompanied by much greater standard deviations than Es had. This difference between E and C scores failed to reach a significant level at follow-up time. Therefore, hypothesis A<sub>5</sub> could not be rejected.

Pre, post, and follow-up interspousal unanimity among Es and Cs as shown by PARI and CBRF was reported. No convincing evidence of difference between Es and Cs was found pre-experiment (Tables 9 and 10). Therefore, hypothesis B was not rejected. Likewise there was no significant evidence that either E or C spouses had the greater post-experiment unanimity on these two tests (Tables 9 and 10). Therefore, hypothesis C was not rejected.

However, Cs' unanimity on PARI at follow-up was somewhat though not significantly greater than Es', while in contrast, Es' CBRF unanimity exceeded Cs' at a level near acceptable significance (Tables 9 and 10). Multivariate tests for this follow-up unanimity indicated that these contrasting indications were probably valid. Therefore, it was decided not to reject hypothesis D.

Pre, post, and follow-up interspousal unanimity of democratic attitudes was reported. No pre, post, or follow-up evidence was found to indicate that E spouses were more unanimous regarding democratic attitudes than Cs (Table 11). Therefore, hypotheses B<sub>1</sub>, C<sub>1</sub>, and D<sub>1</sub> were not rejected.

Pre, post, and follow-up interspousal unanimity of acceptance attitudes was reported. There was no convincing evidence pre, post, or follow-up, to indicate that Es were more unanimous in their interspousal acceptance attitudes than Cs (Table 12). Therefore, hypotheses B<sub>2</sub>, C<sub>2</sub>, and D<sub>2</sub> could not be rejected.

Pre, post, and follow-up interspousal unanimity of attitudes toward encouragement of autonomy was reported. There was no convincing evidence of a pre, post, or follow-up difference in this unanimity between E and C spouses (Table 13). Therefore, hypotheses  $B_3$ ,  $C_3$ , and  $D_3$  were not rejected.

Pre, post, and follow-up interspousal unanimity of parental perceptions of their own children's behavior was reported. There was no convincing pre, post, or follow-up difference between E and C spouses (Table 14). Therefore, hypotheses  $B_4$ ,  $C_4$ , and  $D_4$  were not rejected.

Four hypotheses relating portions of homework done with overall progress on PARI, CPI, and CBRF were tested. Comparisons were made between amounts of progress shown by E parents who did at most half of the various assignments and those who did over half of those assignments. These comparisons were made using pre-to-post progress (Tables 15 and 16) as well as pre-to-follow-up progress (Tables 17 and 18). No convincing evidence showed up to indicate any significant difference between amount of progress made by those who did more of the homework assignments and those who did fewer of those assignments. Therefore, none of hypotheses E,  $E_1$ ,  $E_2$ , and  $E_3$  could be rejected.

The major hypothesis regarding changes in the children dealt with possible progress in subjective self-esteem and academic achievement. E and C children were compared for possible changes pre-to-post and pre-to-follow-up (Tables 19 and 20).

Changes in self-esteem were greater for Cs than for Es pre-to-post, but Es showed more gain in self-esteem pre-to-follow-up. These changes failed to reach significance levels. Academic growth for Es was higher than for Cs both pre-to-post and pre-to-follow-up. But significance levels were not reached. Therefore, hypothesis F was not rejected.

Pre, post, and follow-up comparisons of E children's self-esteem with Cs' failed to show any clearly significant differences between the groups (Table 21). Therefore, hypothesis  $F_1$  was not rejected.

Pre, post, and follow-up comparisons of E children's reading achievement with that of Cs failed to show differences beyond chance levels (Table 22). Therefore, hypothesis  $F_2$  could not be rejected.

Pre, post, and follow-up comparisons of E children's math achievement with Cs' failed to show differences beyond chance levels, even though Es themselves showed fairly positive growth pre-to-follow-up (Table 23). Therefore, hypothesis  $F_3$  was not rejected.

Thus, in final summary, only hypothesis A could be rejected with a high level of certainty in favor of its alternative, namely, fifth graders' parents who participated in TAPED show significantly more positive change than do control parents, as determined by PARI, CPI, and CBRF. There were other indications of positive experimental change, several of which were noteworthy. However, none of these changes actually reached significance levels that were high enough to argue convincingly for rejecting other of the null hypotheses.

A discussion of the indications of the effectiveness or fruitfulness of the TAPED experimental treatment follows in Chapter V. There also possible reasons are set forth for the failure of the experimental treatment to produce some of the expected results. This will be followed by suggested implications for further research.

## CHAPTER V

### DISCUSSION OF RESULTS

The previous chapter included the statistics necessary for testing twenty-nine null hypotheses bearing on the effectiveness of Tape Assisted Parent Education Discussions for enhancing communication and problem solving abilities directly in parents and indirectly in their children. It was hypothesized that improved parental attitudes and abilities would be accompanied or followed by improved child self-esteem and raised academic achievement levels. Changes in the parents were measured by testing parental attitudes of democracy, acceptance of family life, attitudes toward autonomous development of children, and parental self-esteem. Changes in the fifth grade children of these parents were measured by tests of self-esteem and academic achievement in reading and mathematics.

The purpose of the present chapter is threefold: (1) to interpret and discuss the findings which indicated effectiveness of the TAPED program; (2) to examine the more salient areas in which the expected results did not show up; and (3) to suggest implications for further research. First, parental changes will be discussed from this threefold point of view, followed by a similar discussion of children's changes. The final section of the chapter deals in greater detail with the implications for further research.

#### Changes in Parents

The strongest statistical indication of the broad effectiveness of TAPED for parents was given for hypothesis A. This hypothesis had to be rejected in



favor of its alternative, namely, that fifth graders' parents who participated in TAPED show significantly more positive change than do control parents, as determined by PARI, CPI, and CBRF. Results indicated that Es' positive attitudes toward family life as measured by PARI had improved pre-to-post by 15.4 points, while during the same time Cs' PARI scores remained almost constant; they lost 0.6 of a point. The magnitude of this positive difference in favor of Es was quite significant ( $p$  equals 0.003--Table 1).

What was indicative of the more important longer term value of TAPED in improving general parental attitudes was the fact that this superior growth of Es over Cs continued in evidence three months after the TAPED treatment had been completed. At three month follow-up testing, Es showed a pre-to-follow-up gain of 10.2 points, while Cs remained quite stable, losing only 1.3 points for the same period. The magnitude of this positive difference in favor of Es was again quite significant ( $p$  equals 0.018--Table 1), corroborating the conclusion that hypothesis A ought to be rejected with a high level of confidence.

When more specific parental attitudes tested by PARI subscales, democracy-domination, acceptance-rejection, and indulgence-autonomy, were compared between Es and Cs, there were additional specific indications of the positive treatment effects on Es. However, these specific indications were not quite as clear as the indications given by overall PARI scores.

At pre-test, Cs were more democratic than Es; however, Es showed highly significant gains pre-to-post, thereby becoming appreciably more democratic than were Cs as post-testing. At follow-up testing, Es still appeared more democratic than Cs, though the difference was not great enough to exceed statistical chance levels. Nevertheless, while Cs remained quite stable pre-to-follow-up, Es preserved a large portion of their significant gain at follow-up.

This longer term gain for Es was not significant, but it remained large enough to approach notable difference.

Thus it appears evident that the TAPED treatment program brought about a positive change in parental attitudes of democracy. This democracy in parents was found by Coopersmith to be one of the basic antecedents to improved child self-esteem, while power-assertive techniques of discipline have been found repeatedly to produce destructive long-term effects in children (cf. Chapter II).

Changes in parental acceptance levels, measured by the acceptance-rejection scale of PARI, did not give strong indications that the TAPED treatment brought about positive parental change, though there were some positive indications present. Changes in this acceptance level were expected to indicate improved "friendly" relationships between parents and children.

The hoped-for changes in acceptance levels were only very slightly indicated by increases in Es' scores on the acceptance-rejection scale of PARI. The amounts of this positive change were slight both from pre-to-post and from pre-to-follow-up, amounts small enough not to exceed chance levels. However, the positive change in Es continued to increase after the end of treatment, indicating some slight probability of continuing growth after termination of the treatment. Small though this growth was, it manifested itself in a consistent enough way to invite longer range follow-up study to determine if the positive pattern continues.

The final scale of PARI, that of indulgence-autonomy, furnished results that are more strongly indicative of the value of TAPED than did the acceptance-rejection scale. Es showed quite significant positive gains in autonomy pre-to-post; and most of these gains remained at follow-up. Cs remained very stable

at all three testings, keeping their mean at a level approximately 2.7 points above Es' pre-test mean.

The highly significant gain of Es pre-to-post pushed them above Cs at post-testing enough to approach a significant difference in favor of Es; Es still showed greater autonomy scores than did Cs at follow-up. Although such difference between the groups was not statistically significant, in the light of the greater and significant gains shown by Es, the higher follow-up scores of Es seem to indicate positive treatment results.

Thus, noteworthy positive gains were found in overall parental attitudes as measured by PARI as well as in the specific attitudes of democracy and autonomy, while very slight indications of parental growth in acceptance attitudes were found. Now, the most basic assumption of the present research is that parents are generally the most significant others in a child's life, exerting more extensive and intensive influence on the child than does any other source of influence. The literature reviewed in Chapter II indicated the broad positive and freeing effects of parental democratic and autonomy engendering attitudes in contrast with the constrictive results of power-assertive or dependency-inducing approaches to child discipline.

The explicit subject matter of TAPED dealt extensively with leaving the responsibility for finding the solution of a problem with the person who owns the problem. This reflects the principle that problems remain solved to the satisfaction of the problem owner only when he himself accepts responsibility for finding the solution that meets his own unique personal needs. Stress was laid on the inadvisability of sympathetically solving the child's problem or in any other way imposing a solution in any kind of authoritarian or dominating way. When a child has a problem, the caring feedback by way of active listening is to be given by parents, but the solution of a problem which is exclusively

the child's remains the child's responsibility. Such an approach enables children to become less dependent, more self-responsible, and more maturely autonomous.

The increases in parental democratic attitudes accompanied by decreases in attitudes of domination were fostered by explicit subject matter of the TAPED presentation. This flows naturally from the above discussion of the parental approach to solutions of child problems. When the difficulty or problem belongs to both parent and child together, then a somewhat more complex but specific skill of democratic and non-power-assertive approach to resolving conflict is taught in TAPED.

This skill in developing a democratic and mutually satisfying solution when the two persons in the relationship share the problem was presented as the no-lose method of problem solving. It demonstrates true democracy and mutual respect in action. When such a truly democratic respect for each other is repeatedly in evidence rather than dominating and power-assertive techniques, then children and parents do not build up resentment or inimical relationships which were found to be everpresent antecedents to the development of psychopathology in pathogenic families.

On the other hand, in family problem solving, the approach that replaces power-assertive and resentment-engendering techniques with a democratic approach that avoids resentment is a valuable one. This approach can reasonably be expected to help individuals become more secure in their relationships to significant others and more productive as they cooperatively and responsibly attack common problems rather than each other.

In the discussion of the positive changes indicated in E parents, brief reference should be made to their perceptions of their children's behavior. Greater parental acceptance of this showed up at both post-testing and at

follow-up. Pre-to-post, Es' mean improvement of 3.6 points approached but failed to reach significance levels. At follow-up, 2.2 points of this gain remained, but this was not adequate to exceed chance levels very much. It appears that E parents did improve in their acceptance of their children's behavior and that this improvement was appreciable immediately after treatment. Longer term improvement may be in evidence but at reduced levels at best.

The foregoing discussion has featured the principal indications of the positive value of the TAPED treatment program for parents. A brief discussion of the areas where positive results were expected but did not become evident follows.

It was hoped that Es would become more self-accepting as a result of the TAPED treatment. The assumption was that as parents became more confident in their interactions with their children and with each other, these parents would gain in self-esteem and self-acceptance. Lillibridge had found that parents improved in self-confidence and acceptance of their children after participating in Parent Effectiveness Training.<sup>1</sup> Furthermore, it was hoped that improved parent self-acceptance would result from the present TAPED treatment; however, any such result failed to manifest itself on the self-acceptance scale of CPI. These mean scores stayed very stable at all testings.

It should be borne in mind that the basic method of scale construction for the CPI was empirical. Thus, those items chosen for the self-acceptance scale were chosen because they had been indicated as self-descriptive by persons who were known from other sources to be self-accepting--regardless of the face

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<sup>1</sup>Edmund M. Lillibridge, "The Relationship of a Parent Effectiveness Training Program to Change in Parents' Self-Assessed Attitudes and Children's Perceptions of Parents" (Unpublished doctoral dissertation, U. S. International University, San Diego, California, 1972), Dissertation Abstracts International 32, no. 10-A (1972), 5613.

value of the scale item. It now seems that an instrument other than CPI might have proven more sensitive to parental changes in self-acceptance over a mere five month period. Perhaps re-testing after a year in which Es have further opportunity to develop greater confidence in and more extensive use of the TAPED skills would reveal the expected increase in self-acceptance.

Another area in which expected results failed to become clearly evident was the general area of interspousal unanimity. It was assumed that weekly participation in TAPED by both spouses would produce greater unanimity between the spouses. This expectation even became stronger when it was realized that all E couples but one were attending the treatment sessions together.

In the course of examining the PARI data on interspousal unanimity, several unanticipated results were revealed. While interspousal difference scores on PARI were neither consistent nor significant in their indications of interspousal unanimity for Es, those of Cs showed increases in unanimity pre-to-post and even greater increases pre-to-follow-up. The indicated increases in C unanimity regarding attitudes of democracy, acceptance, and attitudes toward autonomy, did not approach significance pre-to-post; however, pre-to-follow-up results for Cs reached significance for democratic attitudes, and showed positive gains in unanimity of acceptance attitudes, and of attitudes toward autonomous development.

The present experimenter found no fully satisfactory explanation for this increased unanimity in Cs, although the following line of reasoning indicates a feasible explanation. The same seventy-five item PARI was taken three times, and it is likely that spouses compared notes as to how they each answered various items. This, of course, could have been done by E spouses just as well as Cs, but after treatment each E spouse would be expected to express his or her individual opinion more frankly and independently than would

C spouses. This point of frankly open and honest communication of personal feelings, needs, and opinions, was one of the central themes in TAPED.

It must also be borne in mind that while the above surprising increases in Cs' interspousal unanimity on PARI were found, nevertheless, Es had better follow-up scores than Cs on all parts of PARI. It appears safe to conclude, therefore, that C spouses from testing to testing became progressively more unanimous in their attitudes, but these attitudes were less positive than those of Es.

The remaining instrument used in the attempt to assess changes in interspousal unanimity was CBRF. There were also unanticipated results here. E spouses showed greater unanimity regarding their children's behavior at pre-testing than did Cs; Es remained stable at post-testing, and then at follow-up they showed a notable increase in unanimity. At the same time, Cs improved notably pre-to-post and then stayed quite stable post-to-follow-up. Es' pattern of improvement as such was to be expected; however, Cs' scores were more difficult to explain.

The magnitude of pre-test difference between the mean interspousal differences for the two groups was large enough, even though not quite significant, to call for a review of the raw test data. From review of the individual CBRF scores it became evident that the extraordinarily high scores of only two couples contributed heavily to the fact that Cs' mean was 22.333 while Es' was 18.000. Therefore, it appears reasonable to question the pre-experimental similarity of the two groups of parents here, with the further result that intergroup comparisons should be considered suspect--especially in any of the areas using CBRF results. A greater number of subjects would likely serve to reduce this apparent pre-experimental difference between Es and Cs.

The effort to relate the fruitfulness of TAPED for Es with the amount of homework they did produced no clear conclusions. Though there was a tendency for those who did more homework to progress more, the number of Es who did at most half of the assigned activities was generally so small that statistical analysis had little meaning. There were slight indications that those who did more than half of the reading and practice exercises progressed more than those who did fewer; however, those who did fewer of the written assignments tended to show more progress on PARI and less on CBRF. None of these indications was strong enough to be significant.

Amounts of suggested at-home practice activities may have been related to amount of progress shown on PARI and CBRF. Both these tests indicated more progress for the sixteen Es who did over half of the practice activities than for the twelve who did at most half. The difference was not great enough to be statistically significant, but it did seem to indicate that practice activities may be the most productive of the three types of homework assigned.

The above discussion of evidence supporting or arguing against the fruitfulness of TAPED as shown in parent changes has been based primarily on objective data. However, it frequently happens that the subjective or personal convictions about the profitability of a program regarding intrapersonal attitudes and interpersonal relationships can be even more highly indicative than the objectively based data which are already one step removed from the personally experiencing subject. The test instruments producing such objective data cannot be sensitive to all the emotionally based reactions and motivations of the feeling subject. Therefore, in order to complement this objectively based discussion of the profitability of TAPED for parents, it will be helpful to examine briefly the subjective opinions of parents who participated in the TAPED treatment program.



A Course Evaluation Survey form was distributed to Es at Session VIII (see Appendix B). The completed surveys were returned at Session IX. There were twenty-six surveys returned; two individuals who completed the course did not return theirs, and one couple had withdrawn after the fifth session.

Four survey questions were most indicative of the quantifiable opinions regarding the value of the TAPED course as these twenty-six E parents saw it:

- 1) For me this course was: very helpful (19--73%), somewhat helpful (7--27%), a waste of time (none).
- 2) As a communication and problem solving skills building course, I would rate it: excellent (8--31%), very good (18--69%), mediocre (none), poor (none), very poor (none).
- 3) Should this course be available to school teachers? Yes (26--100%).
- 4) How important is it that teachers take this course? Extremely (17--65%), very (8--31%), little (1--4%), of no importance (none).

The answers to the above questions furnished by those parents who participated in the TAPED course appear to be more strongly positive in their indication of the value of TAPED than are many of the statistical results discussed earlier. It is clear that these parents felt they had become acquainted with a truly humane approach to adult-child relationships. They saw highly positive value in the TAPED course not only for themselves but also for teachers who serve as parent surrogates for a large portion of their children's school days. These E parents indicated that it was difficult to accept the intolerant and authoritarian relationships that teachers often establish with both students and parents. It was clear that these parents were almost pleading for teachers to learn the more humane approach instilled by TAPED so that the teachers could communicate more productively with children and parents alike.

It is hoped that the strong positive attitudes the parents showed toward TAPED in their answers to the survey items were not just enthusiastic, short term feelings without much substance; longer term follow-up study is needed to ascertain whether such is indeed the case. At present, though, it can be stated with confidence that the great majority of participants saw the program as very helpful to them and that all the participants strongly recommended the course for teachers.

### Changes in Children

The foregoing discussion has dealt at some length with parental changes. It was assumed that the positive changes in E parents would result in positive changes in their children. The following section discusses that productivity or lack of it for the children as shown in tests of self-esteem and academic achievement.

E children showed no growth in self-esteem pre-to-post, while they showed positive growth pre-to-follow-up that failed to attain significance. This pattern of growth in self-esteem was encouraging in that it indicated increasing self-satisfaction in the children after their parents had completed the TAPED course. It was disappointing that the magnitude of this positive change post-to-follow-up was not great enough to reach significance. This child self-esteem should be evaluated again at longer term to determine if the magnitude of this change increases further.

E children's mean grade equivalent growth in reading achievement over the five month period pre-to-follow-up was four times as great as that of Cs: 9.35 months compared with 2.25 months. The research reviewed in Chapter II showed repeatedly that self-esteem was highly related to good reading achievement. The present findings on improved self-esteem and improved reading

achievement for E children seem to point in that same direction. Only longer term follow-up study can determine if these preliminary indications really do point to another productive result of TAPED.

A similarly encouraging picture developed in connection with children's mathematics achievement levels. For the five months pre-to-follow-up, Es' mean grade equivalence growth was 8.00 months while Cs' growth was 5.83 months. It is probable that positive parental attitudes, especially toward child self-responsibility, may have been central in bringing about the greater growth in math achievement in E children.

Davids and Hainsworth found that when children perceive their parents as domineering, they are likely to underachieve.<sup>2</sup> Spear found that criticism inhibited the responsiveness of fifth graders.<sup>3</sup> By contrast, however, it has already been shown how after participating in TAPED the E parents became more democratic and less domineering as well as more encouraging of autonomous development.

Regarding non-parental influence on the children, neither the classroom teachers nor the school administrators were told which belonged to the C group or to the E group. Thus, if there was some Hawthorne effect for the children due to their being tested, this can reasonably be assumed to have been the same for both groups of children.

The principal remaining influence on the life of each of these children was that of their parents. One of the most basic assumptions of the present

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<sup>2</sup>A. Davids and P. Hainsworth, "Maternal Attitudes about Family Life and Child-Rearing as Avowed by Mothers and Perceived by their Under-Achieving and High-Achieving Sons," Journal of Consulting Psychology 31 (1967):29-37.

<sup>3</sup>Paul S. Spear, "Motivational Effects of Praise and Criticism on Children's Learning," Developmental Psychology 3 (1970):124-32.

research is that parents affect their young children more than any other societal influence. Brookover and his fellow researchers found that parents, rather than the educational experts, were the ones who brought about significant improvement in underachieving children's grade point averages.<sup>4</sup> The TAPED program was found to produce significant positive effects by way of more positive parental attitudes toward family life, especially regarding democracy and autonomous development. It is quite apparent that the positive parental changes brought about adequate changes in their fifth graders to motivate them to greater academic achievement.

#### Indications for Further Research

The reported change or lack of change in parents and children has resulted in many unanswered questions. These questions point to the need for further investigation in several areas and/or modifications in some of the research areas discussed in this chapter.

The attempt to compare E and C changes in interspousal unanimity using PARI did not produce satisfactory results. C spouses showed increasing unanimity from testing to testing, even though Es produced more positive PARI scores than did Cs. A possible remedy for spurious increases in unanimity might be the use of alternate test forms. It might also be of help to eliminate the post-testing and retain only the follow-up testing. This would allow testing for the more meaningful long term effects while eliminating occasion for interspousal discussion of specific items of the inventory.

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<sup>4</sup>W. B. Brookover, Edsel Erikson, Don Hamachek, Lee Joiner, Jean LePere, Ann Patterson, and Shailer Thomas, "Self-Concept of Ability and School Achievement," in Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers, ed. B. G. Guerney (New York: Holt, Rinehart and Winston, 1969), pp. 500-09.

The whole area of interspousal item unanimity intriguingly invites further investigation. In the present study, the results in terms of interspousal unanimity were far from satisfying. The need for parallel instruments was indicated, but even with parallel instruments it can still be reasonably asked whether interspousal unanimity should be evaluated at all before experimental treatment. It may prove to be impossible to control adequately for the Hawthorne type of effect that would naturally result when spouses take the same or similar tests.

The very question of the degree of importance of this challenging area, "interspousal unanimity," needs to be determined. But before this problem can be attacked, more adequate evaluative techniques should be investigated.

In order to determine more adequately the extent of value of the TAPED treatment, longer term assessment of the experimental effects needs to be made. In some instances there was more evidence of progress immediately after the experiment than at three month follow-up. For example, post-experiment results on PARI showed that E parents progressed enough to indicate a highly significant difference between Es and Cs ( $p$  equals 0.003); but at follow-up three months later, the difference was not as highly significant ( $p$  equals 0.018). Does this direction of change over time continue until it becomes insignificant, or do the hoped for good effects of better family relations result in a reversal of the trend for Es and Cs to approach greater similarity over time?

Such longer term investigation should also seek answers to the following questions: Do the E children continue to progress faster academically than do Cs? Do E children become more self-accepting than Cs? Do E children become more democratic, more accepting of others, and more encouraging of the autonomy of others, as they model these positive attitudes seen in their parents?

It may prove profitable to schedule TAPED sessions every two weeks rather than weekly. Some E parents expressed a need for more time to practice and assimilate the newly learned theory between sessions. Such a scheduling extension might well serve to secure more firmly the positive experimental effects that were more evident at post-testing than at follow-up. Such a modification of the programming would be very simple to execute.

Besides studying further the possible effects of TAPED as presently designed, there are several possibilities for modifications of the present program to meet different sets of needs. The program could be modified to become suitable for use with single parents who do not share the responsibilities of parenting with another adult. A similar program could be developed for use with mothers whose spouses let mom bear the daily burdens of parenting alone.

Still another adaptation of TAPED could be directed toward a single family in such a way as to include the older children along with the parents in the TAPED discussions. Still another adaptation could be directed to two, three, or four families, including the older children in multi-family discussion groups.

Perhaps one of the most encouraging applications of the TAPED approach is in the area of school staff-development or teacher-formation groups directed toward better communication and more humanistic relationships between teachers and students as well as between teachers and parents. E parents in the present TAPED experiment stated that such a program should be available to teachers. This would apply most clearly for elementary school teachers, who are more obviously in the role of parent surrogates than are teachers at the secondary school level. Nevertheless, a staff-development program similar to TAPED could well be used to further secondary teachers' skills in humanistic interpersonal relations.

The list of areas for further exploration mentioned above is certainly not exhaustive. However, it does indicate that, though the TAPED program is essentially a mechanically presented program, with appropriate modifications in the programmed content, it could well be utilized in many and varied applications.

### Summary

This chapter contains a discussion of the results of the TAPED treatment program from a threefold point of view: 1) evidence indicating the value of TAPED; 2) speculation as to why expected results of TAPED treatment were not found or why unexpected results were found; and 3) implications for further investigation.

For parents who participated in the TAPED program, significant positive changes were indicated in overall attitudes and more specifically in the attitudes of democracy and encouragement of autonomy. The expected improvement in parental acceptance levels was only hinted at, certainly not indicated with the hoped for clarity. Data on interspousal unanimity also failed to give convincing evidence of increased unanimity between spouses in E couples. Need for further basic study in the area of interspousal unanimity was indicated. Anticipated increases in parental self-esteem were not in evidence. It was concluded that the CPI was inappropriate for short term testing, and perhaps even for all testing of such specific personal change. No clear conclusions could be drawn from the attempt to relate amount of homework done with Es' progress. There were some indications that the practice activities were perhaps the most productive of the three types of homework assigned. At the end of the experimental treatment, Es were enthusiastic in their endorsement of the TAPED program. They were generally of the opinion that the course was

quite helpful, and all rated it highly as a communication and problem solving skills building course. They likewise recommended the course very highly for the teachers who act as parent surrogates for their children.

When the changes in the fifth grade children were examined, there was positive indication that for Es, some growth in self-esteem was beginning to show up after the end of treatment for the parents; the magnitude of this positive change was understandably small. In such a short time, self-esteem could not realistically be expected to change greatly. Further follow-up investigation was indicated to determine if this positive pattern would become more pronounced over a longer period of time. Greater growth was found in Es than Cs both in reading and in math. These positive indications failed to reach acceptable levels of significance, although Es' growth in math was notably close to significance. Longer term follow-up study was again called for here to ascertain whether these positive indications grow or diminish with the passage of time.

In the final section of this chapter other areas were indicated as needing further study. Longer term investigation was indicated to determine if increased parent democratic attitudes and encouragement of autonomy remain or disappear. Likewise longer term study of the children was indicated to determine whether or not they eventually model the improved parent attitudes. Still other indications for further exploration dealt with a variety of adaptations of the TAPED materials to various kinds of needs in the general area of adult-child communication and problem solving. The types of groups that TAPED adaptations might be directed toward include single parent groups, family groups with older children in attendance, and school staff groups. In the following chapter, a general summary of the TAPED experiment is presented.



## CHAPTER VI

### GENERAL SUMMARY OF THE EXPERIMENTAL TAPED PROJECT

The previous five chapters have presented in detail the rationale, the procedures, and the results, of an experiment with Tape Assisted Parent Education Discussions (TAPED). This final chapter furnishes a brief general summary of the various aspects of this experimental project.

The first section of the present chapter contains a summary review of the need and purpose of the study. The second section provides a quick overview of the background literature that furnished the philosophical underpinning and initial direction for the experiment. The methodology of the experiment is reviewed in the third section, which is followed by a summary of the principal statistical findings. The final section contains a brief discussion of the experimental results and a resumé of the implications for further research.

#### Need and Purpose of the Study

One of the outstanding needs of society is to provide its members with the means of self-realization or self-actualization in a creatively productive manner. Whether society progresses or regresses in any given period of history depends on the sum total of all the creative and consumptive contributions of all the individual members of society. The clear need that society's members become mature contributors rather than dependent or parasitical consumers can be more readily met when the wisdom of the following ancient proverb is adequately realized: 'Give a man a fish, and you feed him for a day; teach him how to fish, and you feed him for life.'

When parents can teach their children how to solve problems responsibly for themselves, those parents can become important contributors to society as they increase the number of creative contributors to that society. Yet, males and females frequently add consumers to society without being able to teach those consumers how to become creative contributors to the progress of that society. This is so primarily because parents of past generations have customarily doled out solutions instead of teaching their children how to fish responsibly for their own solutions.

The basic purpose of the present study has been to explore whether or not parents can be economically taught to become effective enough in communication and problem solving that they can teach their children how to become more productive as they, in turn, learn to solve their own problems in a maturely responsible manner. This called for the development of a programmed series of instructions to guide parents in becoming more productive and friendly in their relations with each other and with their children. Evaluation of the program was also necessary.

More specifically, the purpose of the project was threefold: (1) to develop an economical and practical means of parent education for enhanced communication and problem solving abilities; (2) to determine the effectiveness of tape-led parent group discussions for enhancing parent-child relationships and parental self-esteem; and (3) to measure changes in the self-esteem and achievement levels of fifth graders whose parents had participated in the training program.

#### Research Background of the Study

The review of the literature focused on parent-child relationships, self-esteem, achievement, and economical methods of parent education. Parents

were found to have more extensive and intensive influence on their children than did any other source. The need, the feasibility, and the economy of training parents to teach and to become psychological helpers for their children were evident.

Parental attitudes affecting parent-child relationships were repeatedly found to be qualified along three dimensions that were the same as or quite similar to the following: democracy-domination, acceptance-rejection, and indulgence-autonomy. High levels of democracy, acceptance, and encouragement of autonomy, along with parent self-esteem, were found to be basic antecedents of child self-esteem. At the same time, a strong reciprocal relationship was found between child self-esteem and academic achievement. This relationship was stronger for self-esteem and reading than for self-esteem and mathematics.

Parental effectiveness was found to be reflected in children's self-esteem levels. It also became evident from the literature that counseling parents of underachieving children was more productive than counseling the children themselves. Such findings pointed clearly to the need to involve parents in the role of psychological helper and teacher for their children. It was found that the characteristics of a helping or therapeutic relationship could be taught to parents.

The group discussion approach to parent education was seen to be the most feasible. The group approach of PET embodies the conditions of a helping or therapeutic relationship. However, the expense of making traditional person-led PET groups available to all parents was prohibitive. A search of the literature on programmed and tape-led discussion groups revealed strong indications that these were as effective as person-led groups.

The review of the literature indicated that no tape-led or programmed group discussion approach incorporating the principles of PET had been devised.

In an effort to determine whether such a tape-led approach to parent education discussion groups was feasible and desirable, the present research experiment was developed.

### Experimental Materials and Procedures

The immediate objectives of the experimental Tape Assisted Parent Education Discussions (TAPED) were to develop an economical and practical means of parent education for enhanced communication and problem solving abilities, to determine the effectiveness of tape-led parent group discussions for enhancing parent-child relationships and parental self-esteem, and to measure accompanying changes in fifth graders' self-esteem and achievement levels.

To accomplish these objectives, new materials were designed. The experimenter produced audiotape cassettes incorporating and adapting much of the PET material to the mechanically programmed approach. Nine sixty minute cassettes, one for each treatment session, contained the lecture material and directions to the participants. The cassette material was aimed at instructing parents in pertinent theory of communication and problem solving as well as leading or directing them in practicing problem solving skills. The tapes were designed to be switched off at appropriate intervals to allow for group discussions or practice in connection with the subject matter on the tapes. Almost half of each two hour session was spent listening to the tapes; the other half was used for group discussion or practice.

Printed classnotes were distributed as a detailed outline of the subject matter on the tapes. These notes were designed to use the visual modality, thus complementing the auditory presentation. They also served to aid the memory of participants, and to help guide group discussions.

Homework was assigned in order to direct and motivate participants to get actively involved in current subject matter, to bring home situations into the group discussions, to read the textbook, and to get involved in practice at home. There was a checklist on each homework assignment whereby participants could indicate which of the activities they performed.

The subjects of the TAPED study were volunteering parents of fifth graders attending public schools in Schaumburg and Hoffman Estates, Illinois (Public School District 54), and their fifth grade children. Volunteers were accepted for the study only if both parents signed up for the course. Thirty volunteering couples were divided evenly into Cs and Es by lot. The division of the children followed that of their parents. One E couple attended five or fewer of the nine treatment sessions and had to be dropped from the experiment, and three C couples withdrew themselves between pre and post-testing. As a result, the subjects were fourteen E couples, twelve C couples, and their twenty-six fifth grade children.

Experimental procedures included pre, post, and three month follow-up testing, and nine weekly treatment sessions utilizing the tapes, classnotes, and homework activities. Three parent tests, Parent Attitude Research Inventory (PARI), California Psychological Inventory (CPI), and Child Behavior Rating Form (CBRF), were administered by the experimenter to Es and Cs together; the Coopersmith Self-Esteem Inventory (CSEI) and California Achievement Tests (CAT) were administered to E and C children together by their classroom teachers. PARI was used to assess parental attitudes toward family life; the self-acceptance scale of CPI was used to measure parent self-esteem; and CBRF was used to assess parents' perceptions of their own children's behavior. The CSEI was used to measure children's self-esteem, and the CAT was used to measure the children's reading and mathematics achievement.

The TAPED experimental treatment program consisted of nine weekly two hour sessions in which E parents listened to the tapes and discussed the subject matter on them. Printed classnotes and homework were distributed each week. A Saturday make-up session was available each week for those who could not participate with their regular groups earlier in the week. The treatment groups had no leader; rather a timekeeper monitored the tape recorder, timed group activities, distributed handouts, and took attendance. The experimenter was present at only the first session and then for only twenty minutes.

The fruitfulness of this experimental treatment was evaluated by comparing Es' results with those of Cs pre, post, and at follow-up. Twenty-nine null hypotheses (Chapter III) were tested. Wilks' lambda was used for testing the hypotheses with multivariate comparisons. For the hypotheses with univariate comparisons, a simple t-test was used.

### Statistical Results

Of the twenty-nine null hypotheses tested, hypothesis A was the only one that could be rejected with a high level of certainty in favor of its alternative. Es made significantly greater positive change than Cs on PARI, though differences on CPI and CBRF failed to reach significance. Es' showed highly significant pre-to-post gains in both democracy and encouragement of autonomy; although most of these gains remained at follow-up, they no longer reached significance levels.

No significant differences in parental acceptance of family life were found. No notable changes in parental self-acceptance were indicated. Es showed improved perceptions of their children's behavior. This improvement pre-to-post approached significance levels. Most of this gain remained at follow-up, though it no longer approached significance levels. Interspousal unanimity on PARI and CBRF did not differ between Es and Cs in any significant degree pre and

post, nor on PARI at follow-up. Es showed greater unanimity on CBRF at follow-up to an extent that approached but did not reach significance. No significant evidence was found pre, post, or at follow-up, to show Es more unanimous than Cs regarding democratic attitudes, acceptance attitudes, or autonomy attitudes. The same holds regarding parental perceptions of their children's behavior. Similarly, no convincing evidence indicated significant relationships between various amounts of progress made by Es and amounts of homework they performed.

Children's changes in self-esteem and academic growth were not statistically significant; however, by follow-up time, notable positive changes were indicated by Es in both self-esteem and academic achievement. This encouraging pattern of accelerating growth in Es post-to-follow-up was evident in both reading and math; however, it was more evident in math than in reading.

#### Discussion and Research Implications

From the statistics reported, it became clear that Es made significant pre-to-post progress in general parental attitudes as measured by PARI. Notable growth in the specific areas of democracy and encouragement of autonomy was found. There seemed to be a positive trend or slowly increasing parental acceptance attitudes, but the improvement here was so slight that longer term study was indicated. Similarly, longer term study was called for to determine the extent to which the significant gains in democracy and autonomy continue over time.

The clear pre-to-post indications of significant positive changes in Es on PARI were traced to specific subject matter of the TAPED presentation. The characteristic TAPED approach to problem solving and conflict resolution is highly democratic since responsibility for finding a problem's solution is, in

the final analysis, left with the person who has the problem. This approach develops mutual respect and encourages self-responsibility along with a high degree of individual autonomy.

Es showed more positive perceptions of their children's behavior but only a hint of improved acceptance of family life. It was anticipated that both of these related areas would show improvement. Longer term follow-up study was indicated to determine if the children would come to appreciate improved parental attitudes toward democracy and autonomy with the result that child behavior would improve. With improving child behavior, parents might well develop more accepting attitudes toward home and family life.

The failure to measure progress in parental self-acceptance was complete. CPI scores for self-acceptance remained very stable at all testings and for both groups. This was seen as possibly indicating the need for a more sensitive instrument than the empirically based CPI.

The examination of interspousal unanimity on test items furnished no consistent indications. For example, C spouses showed significantly greater increases in unanimity pre-to-follow-up than did Es regarding democratic attitudes; but Es became more democratic than Cs indicating that C spouses became more unanimous with regard to less positive attitudes. Interspousal unanimity, generally, was found to need more adequate controls than were built into the present design.

Subjective evaluation of TAPED by Es was more clearly and consistently positive than were the objective statistics. The Course Evaluation Survey showed that 73% of Es found the course very helpful; as a communication and problem solving skills building course, all Es rated TAPED very good or excellent. All Es thought the course should be available to school teachers,



while all but one thought it very important or extremely important that teachers actually take the course. This application invites early study.

Some expected experimental changes were found in the children; others were not found as anticipated. Es' growth in self-esteem was not significantly large, but an improving pattern was shown in that there was no self-esteem growth in evidence at post-testing, whereas such growth did show up at follow-up. Longer term study is necessary to determine whether this positive growth pattern continues as the children see more convincing evidence of the improvement found in parental attitudes.

More immediately encouraging patterns were found in the children's academic growth. In the five month period pre-to-follow-up, Es showed almost a year of growth in reading achievement and eight months in math; Cs showed appreciably less growth in both areas. E parents were credited with motivating the accelerated growth in achievement rates for E children. Longer term follow-up study was called for to determine if this positive effect continues.

Besides those implications for further research mentioned above, the following were also pointed out. The profitability of scheduling TAPED sessions bi-weekly should be examined to determine if the approach would help to extend and secure positive treatment effects, which in some instances were more evident at post-testing than at follow-up. Modification of the TAPED programming was suggested to make it appropriate for a variety of groups, such as mothers in two parent families and parent groups that include the older children in the discussion. It was also suggested that the value of TAPED be explored for applicability in a wider variety of situations that call for a respectfully humanistic approach to creative communication and productive problem solving.

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## APPENDIX A

## TAPE ASSISTED PARENT EDUCATION DISCUSSION (T.A.P.E.D.)

### SESSION I--YOUR RESPONSE TO ANOTHER'S BEHAVIOR--ACCEPTANCE OR UNACCEPTANCE

#### NOTES AND OUTLINE

Notesheet is provided to make it easier for you to make good notes as you work through T.A.P.E.D. program. Besides furnishing you a place to make notes, it will make it for you to follow the presentation. The outlines and notesheets received at each are yours to keep.

(Space below is for your personal notes.)

Introductory ideas presented on the tape

- A. Prevention of nervous tension and mental illness is much better and easier than cure.
- B. This course is for developing communication and problem solving skills in parents (and other people).
- C. Parents are far more influential than anyone else in preventing emotional problems and nervous tensions.

EXERCISE #1 (about 20 min., more or less, depending on the size of your group)

Introducing yourself to the whole group--about 2 or 3 minutes apiece--you may want to mention:

1. The right way to pronounce your name
2. The ages of your children
3. Your job and hobbies
4. Why you are taking this course
5. What you hope to get from this course
6. Whatever else you want to tell the group about yourself in two or three minutes.

## Acceptable and unacceptable behaviors

1:1---The rectangle of acceptance levels--to be filled in by you according to instructions on the tape (five minutes of quiet writing).

Specific  
ACCEPTABLE  
behaviors  
of child  
or spouse

- 1.
- 2.
- 3.
- 4.
- (5)



Specific  
UNACCEPT-  
ABLE behav-  
iors of  
same child  
or spouse

- 1.
- 2.
- 3.
- 4.
- (5)



## EXERCISE #2--(five minutes)

Share with the whole group those acceptable and unacceptable behaviors you put in figure 1:1--to the extent that you are comfortable with such sharing.

How do your acceptance levels compare with others in the group?

(For this and future group exercises, speak up and out to the whole group, rather than having various little side conversations going on that seriously distract from the unity and progress of your group. This is a very important point that you may have to kindly help each other keep in mind.)

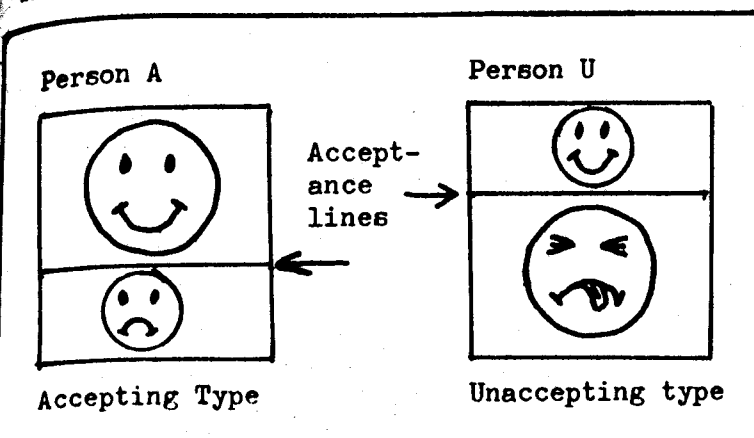
Implications of rectangle of acceptance

1. No one can be totally and always accepting of others' behaviors.



- B. Some people are generally more accepting than others.

1:2---Type A (acceptors) contrasted with Type U (unacceptors or uptight)



- C. Are you more type A or type U?

1. GROUP EXERCISE #3, (10 min. in 2 parts)

- a. Two min. for quiet inward trip-  
From the last 24 hours recall specific incidents & feelings from your family life. Jot down notes to help you decide if you're mostly A or U.
- b. Eight min. of group discussion sharing with the whole group the conclusions about yourself- but only those you are comfortable with sharing.

2. Acceptance lines shift up and down in response to:

- a. changes in other person
- b. changes in self
- c. changes in environment

# 1:3---Reasons for inconsistency

## a. In response to changes in other person---

When your child or spouse is:

happy, loving,  
well, generous  
or interested\*

sad, spiteful,  
sick, selfish,  
or uncaring#

## b. In response to changes in self---

When you are feeling:

rested, healthy,  
productive,  
competent, secure,  
or optimistic\*

tired, sick,  
unproductive,  
incompetent,  
or pessimistic#

## c. In response to changes in environment---

Running & shouting  
at a ball game\*

Running & shouting  
in the classroom#

Wearing a bikini  
at a beach party\*

Wearing a bikini  
at a wake#

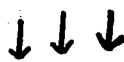
Three year old  
playing in back-  
yard\*

Three year old  
playing in street#

\* You are  
more

accepting  
of other

and



less

unaccepting

# You are  
less  
accepting

and ↑ ↑ ↑

more

unaccepting  
of other

EXERCISE #4---15 minute discussion dealing with inconsistent behaviors in children, spouse, and self--(speak out to all the group whenever you speak; listen to the one who has the floor; jot down ideas and suggestions from the group.)

Is it always (un)acceptable for your child to wear sloppy clothes to school?

Do all your children have the same curfew?  
Always?

What happens to your acceptance levels when plans get changed?

Other ideas you want to discuss with the whole group in this context.

## NOTES AND OUTLINE FOR SESSION II

### HELPING THE OTHER PERSON WHEN HE OWNS THE PROBLEM--PART I

(Space for your own notes)

homework #1 (10 minutes).

Which of the typical 12 did you use most?

Do others use your favorites a lot?

Thoughts on guilt---It is generally a bunion  
the foot of progress (counterproductive).  
It's human to err & learn from mistakes.

"A thing that makes life most distractive--  
Is a conscience that is retroactive."

The Roadblocks---We will develop much more  
effective communication techniques.

2:1---The 12 roadblocks to open  
communication about a problem

#### Solution messages

1. Ordering, directing, commanding
2. Warning, threatening, promising
3. Moralizing, preaching, shoulds
4. Giving advice, solutions & suggestions
5. Teaching, lecturing, logical arguments

#### Put-down messages

1. Blaming, criticizing, disagreeing
2. Praising, agreeing
3. Name-calling, labeling, stereotyping
4. Interpreting, analyzing, diagnosing
5. Reassuring, sympathizing, consoling
6. Probing, questioning, interrogating

#### Avoidance messages

1. Distracting, humoring, sarcasm

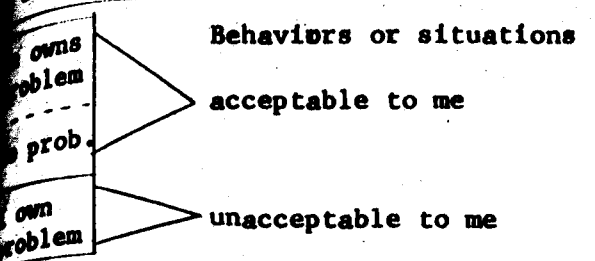
Further important points on the roadblocks

They run the risk of hurting the  
relationship.

They show we want to control &/or  
change the other person even though  
what is bothering him is not our  
problem--above the line behavior.

They show a lack of acceptance of other.

2:2---Who owns the problem?



the sender sees we are taking his problems on, it's easy for him to shuck off his responsibility for finding his own solutions.

#### GROUP DISCUSSION of roadblocks (15 minutes)

See figures 2:1 and 2:2, while trying to encourage only one person talking at once--talk up and out to the whole group, not just to your near neighbor(s).

You could begin the discussion with your parents' favorite roadblocks. How did you feel? What did you do?

three somewhat better ways to react when "he owns" the problem:

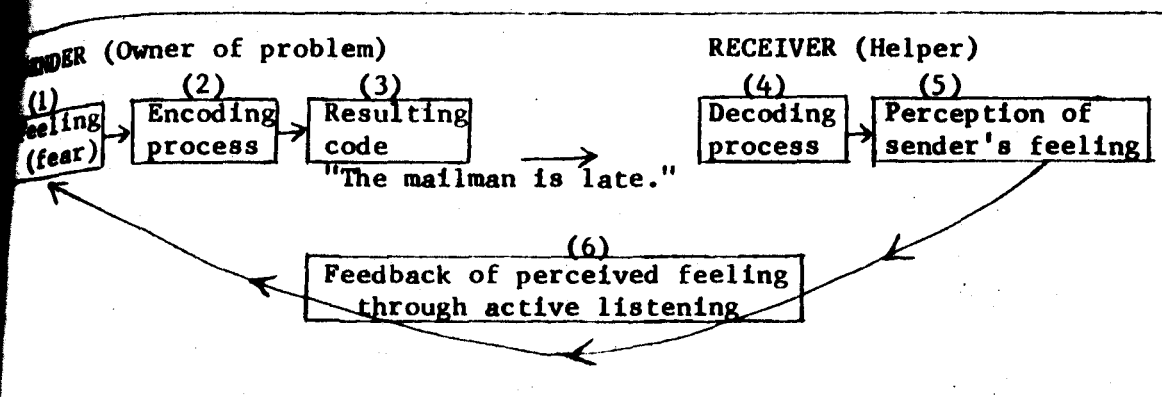
A. Silence

B. Non-committal "grunts"

C. Door openers

Active listening---the best way to help  
 another when "he owns" the problem

3:3---What takes place in helpful communication



Example calling for active listening:  
 "I'm not eating that stupid ole sloppy  
 stew! It's horrible, and I hate it!"

Susan and her understanding father  
 (Note how Susan's feelings develop--  
 also note the respect for each other  
 that remains.)

Active listening or feedback GROUP EXERCISE---  
 5 minutes as sender & 5 minutes as receiver.

Sender, deal with a real problem you have;  
 receiver, listen for his feelings.  
 Receiver, it often helps to begin feedback  
 statements with such phrases as: "You seem  
 to feel..." "You appear..." or "It  
 seems to me you're saying..." etc.

DISCUSSION (10 minutes) to share with the  
 whole group your experiences in the twosome.

A. How did you feel when your partner really  
 listened to you?

B. What difficulties did you experience  
 in this first attempt to active listen  
 someone's problem?

C. What roadblocks popped up?

Formulating your feedback statements to several problem statements given on the tape---

(Write your active listening responses here.)

- 1.
- 2.
- 3.
- 4.

Yes, you, too, can listen actively.  
Don't give up just because you might  
slip up under pressure. Remember, a  
diamond is just a piece of coal that  
made good under a lot of pressure.

## HELPING THE OTHER PERSON WHEN HE OWNS THE PROBLEM--PART II

Discussion of homework number 2 and practice at active listening (15 minutes)

Take turns as you practice active-listening the various feeling statements:

1. Read the statement aloud as your child might say it.
2. Tell the group what feeling you will try to reflect or active listen.
3. Active listen or feedback that feeling--perhaps beginning with phrases such as: "It sounds like you are (feeling)..." or "It seems to me that you are(feeling)..." etc. as launching pads.
4. Help one another repair these feedback statements.
5. Don't give up; it gets easier with practice.

PRE 3:1---Some effects of active listening

1. It shows other person that you are interested in him as a person.
2. It shows him how you understand him and his present behavior.
3. It gives him a chance to correct your perception of his message or feeling.
4. It leaves him free to ventilate his feelings.
5. It leaves the responsibility for finding a solution with him, the one whose problem it is and the one who has to be satisfied with the solution. (You don't have to be satisfied with this solution; he does.)
6. Active listening helps the one with the problem to get a better focus on his true feelings.
7. Most important--Active listening shows respect for the other person. (Respect breeds respect. You cannot successfully demand respect; you earn it.)

IE 3:2---Group discussion of the handling of Sherry's problem (10 minutes)

1. How many of the above 7 benefits of active listening did you notice?
2. How would you have handled this sort of problem a month ago? How would you and your child have felt about yourselves and each other?
3. How would you handle such a problem now? How do you think you and your child would feel?

(over)

2  
Active listening won't help when:

- A. When other is simply asking for factual date. (Where's the washroom?)
- B. When you yourself have such problem that you cannot give your full attention to the child, spouse, or other with a problem.
  - 1. You may be too upset.
  - 2. You may not have the time at that moment. Don't cop out though; set up a definite time to get together and work the matter through when you do have time.
  - 3. You feel you cannot trust his ability to find a solution.

Basic conditions needed within you in order to active listen well

- A. You feel accepting of other as a person. (You can't always do this; see "B" above.)
- B. You want to be helpful.
- C. You have enough time.
- D. You have to trust that your spouse or child will eventually arrive at a better and more satisfactory solution than you can impose. (Impose all your solutions at 8, and you'll still be "wiping their noses" at 18.)

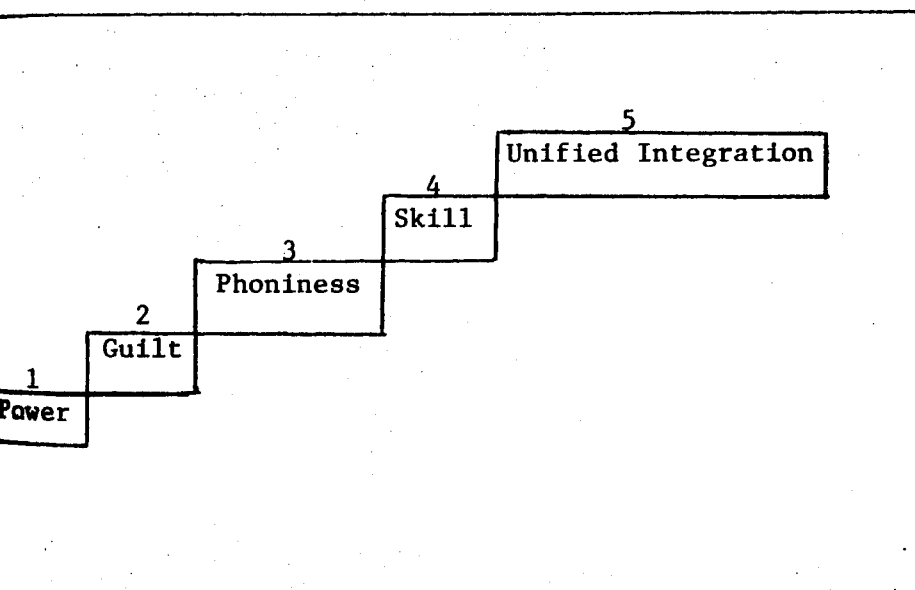


### Errors in using active listening

- A. Forgetting that active listening is for above-the-line behaviors--when other, not you, owns the problem.
- B. Failing to let the one with the problem reach his own conclusion--not yours.
- C. Failing to help the sender focus on his internal feeling rather than external facts and circumstances.
- D. Prostituting active listening to draw information out from other for your own purposes.

Active listening and non-verbal codes.

FIGURE 3:3---Natural states of skill development



### 3:4---Experiencing roadblocks vs. active listening (20 minutes)

Pair up and decide who will be A and who will be B.

Choose a real problem of yours that you will tell to your partner.

Imagine you have not yet had any of this course.

1. 1st 5 minute segment--A has the problem.

(A sends to B, and B responds as though not having this course.)

2. 2nd 5 minute segment--B has the problem.

(B sends to A, and A responds as though not having this course.)

Now you suddenly get the skill of active listening.

3. 3rd 5 minute segment--A has his same problem again.

(A sends to B, and B responds using active listening feedback.)

4. 4th 5 minute segment--B has his same problem again.

(B sends to A, and A responds using active listening feedback.)

### CURE 3:5---Ten minute discussion of active listening experience with the whole group

1. Share your feelings and get reactions to the two ways your partner responded to your problem.

2. How would these differences work in dealing with a little or insecure child? If you were the child with the problem, which approach would you want your parent to use?

How would your child respond to each approach?

How would your spouse respond to each approach?

## NOTES AND OUTLINE--SESSION IV

### HOW TO CHANGE ANOTHER'S UNACCEPTABLE BEHAVIOR

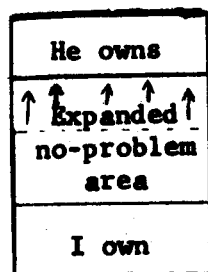
#### WHEN YOU OWN THE PROBLEM--PART I

(for your own personal notes)

#### DISCUSSION OF HOMEWORK #3 (20 minutes)

- A. What are the basic differences between the 2 effective and 2 ineffective printed conversations?
- B. When and how did active listening work or fail to work for you?  
Help each other discover why.
- C. Exchange your experiences in active listening with the group.

FIGURE 4:1--How active listening expands the no-problem area



Active listening helps him solve his problems.

#### II. Developing I-messages

FIGURE 4:2---"He owns" vs. "I own" the problem.

1. I'm the receiver or listener.	}	Use active listening. --I ACCEPT-- It is his problem, or no one's.
2. I'm willing to help the other.		
3. I'm like a sounding board.		
4. I help other find a solution.		
5. Solution has to satisfy him.		
Neither one owns the problem.		
1. I'm the sender.	}	Use I-mes- sage skill. UNACCEPTABLE It is my problem.
2. I'm in need of help.		
3. I need to sound off.		
4. I need a solution.		
5. Solution has to satisfy me.		

FIGURE 4:3--Three criteria of good I-messages

1. Good probability of behavior change
2. Low risk to other's self-esteem
3. Low risk to your mutual relationship

FIGURE 4:4--The twelve roadblocks

Solution messages

1. Ordering, directing, commanding
2. Warning, threatening, promising
3. Moralizing, preaching, should's, ought's
4. Advising, giving solutions, suggestions
5. Teaching, lecturing, logical arguments

Put-down messages

6. Blaming, criticizing, disagreeing
7. Praising, agreeing
8. Name-calling, labeling, stereotyping
9. Interpreting, analyzing, diagnosing
10. Reassuring, sympathizing, consoling
11. Probing, questioning, interrogating

Avoidance messages

12. Distracting, humoring, sarcasm

FIGURE 4:5--Getting your driveway cleared (8 min.)

How would you go about getting your driveway cleared when it's blocked by:

1. a stranger's car?
2. a neighbor's car?
3. your spouse's car (you're in big hurry)?
4. your child's bike (you're in big hurry)?

FIGURE 4:6--Problem situations for I-message practice. Take turns & help each other.

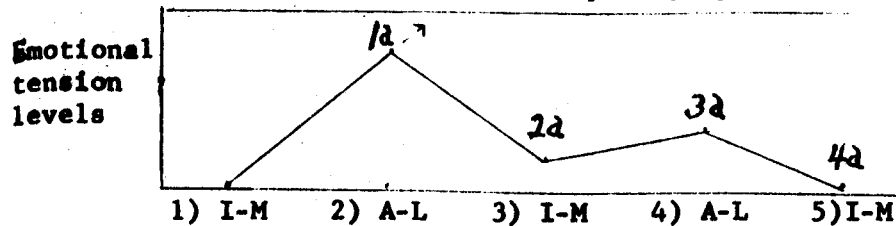
- |   |
|---|
| <p>A. Your 11 yr. old has just left bread crumbs, peanut butter lid, globs of jelly, &amp; sticky knife scattered about your clean kitchen--on his way outside.</p> <p>B. Spouse doesn't get home with car when expected, making it impossible for you to get to an important meeting.</p> <p>C. Your 12 yr. old, expected home at 3:30 to babysit, strolls in at 6:00.</p> |
|---|

FIGURE 4:7--Three parts of good I-messages

1) My feeling or emotion	2) Non-blaming description of his behavior that affects me	3) Tangible effect <u>this</u> behavior has on my life--Don't lie here.
I feel...	when...	because...
A.		
B.		
C.		

If time remains, use one or more of your own problems for further practice and help from the members of the group.

FIGURE 4:8---Lowering the other person's emotional temperature by active listening when your I-message gives him a "temporary" problem



The finally successful I-message brings about behavioral change, which deserves sincere thanks.

The effort needed for such mental gearshifting and the final "Thank you." pay big dividends.

"Thank you" is just a positive I-message that says "I really appreciate what you are doing, because it makes my life better

FIGURE 4:9---Example of shifting from I-message to active listening when husband gets home so late from work that he causes wife to have a problem

1) She: I feel very frustrated when you get home after 6:30, because it makes it impossible for me to go shopping.	Comments on the statements at the left:
1a) He: Oh, what do you know about fighting that damned traffic after bowing and scraping for a crabby boss all day?	A good I-message, but he has a problem of his own; he's so uptight that he sees her I-message as some sort of attack on him. He is not ready to help her.
2) She: Sounds like you had a pretty rough time at the office; and apparently the traffic didn't help much.	Recognizing the futility of sending her I-message again, she alertly active listens his problem.
2a) He: Yeah, I sure did; but it's good to get home, even if I am late.	He appreciates her recognition of his problem. Notice the lowered temperature.
3) She: I'm always glad when you get home, but I sure get frustrated when the car isn't here on time, because that keeps me from getting my shopping done.	Her need hasn't been met yet, so she's correct in sending the I-message again.
3a) He: Yes, but it really is tough for me to get everything done in time to get the car home soon enough for you.	Not nearly as defensive or hostile as in 1a, but still some problem for him.
4) She: It appears to me you want to get the car home on time, but it's hard to do at times.	Perceptive feedback of his good will that she saw in 3a.
4a) He: Oh, I guess I could chat less and start to tidy up my desk early enough to get home by 6:30--at least on shopping days.	Behavioral change without losing respect or weakening the relationship.
5) She: I'd really appreciate that. <u>Thank you.</u>	<u>Always</u> show your <u>sincere</u> appreciation for (even partial) cooperation. <u>It pays!!!</u>

I. Why I-messages work most of the time

- A. Good 3-part I-messages keep you honest as they help you keep real and imaginary problems separate.
- B. They state your needs clearly to the person aggravating those needs.
- C. They don't create resentment or resistance, since they stick to the facts and reveal you as a person in need of other's help, not as an accuser.
- D. Everyone down deep really does want to be a good guy, and I-messages tell them how they can do it (without ordering).

IV. Why I-messages don't always work

- A. If it's other's problem, not yours, it's time to active listen, not I-message. His hair style or lost game is not your problem. Most messy room problems also fall into this category of other's problem (unless you're having open house).
- B. I-message was anemic, not as strong as your true feeling. Act like a worm, and you may be treated like one.
- C. Other person's need may be more urgent or stronger than yours. Don't "shush" the library window washer clinging to ledge and yelling for help. (We'll deal with such conflicts of needs in sessions 6 and 7.)
- D. Very common reason that I-messages don't work is dishonest or phony 'tangible' effect:  
"I feel disgusted when you wear your hair that way, because... uh... er... (Is there a tangible effect here, really?)

GROUP DISCUSSION of why I-messages might not always work (15 minutes)

Use section IV above; each sub-section, A, B, C & D, will remind you of home situations it will be profitable to discuss with the whole group.

How to keep your child or spouse from saying "So what?" to your I-messages

Active listen your own heart as follows:

- A. What am I really feeling?
- B. Does my planned I-message describe his action non-blamefully?
- C. Does that action really have this tangible effect on my life?

NOTE WELL!!! You will never have to eat any of your words if they are both kind and true at the same time.



NOTES AND OUTLINE FOR T.A.P.E.D. SESSION V

PART A--HOW TO MODIFY OTHER'S BEHAVIOR WHEN YOU OWN THE PROBLEM (CONCLUDED)

GROUP DISCUSSION #1--Discussion of homework #4 in 3 parts as follows:

A. Page 4:1 (about 2 minutes)

B. Page 4:2 (about 10 minutes)

Exchange your good I-messages with the rest of the group. Analyze them for the 3 basic parts (fig. 5:1 below)

C. For about 13 minutes exchange with the group some of your experiences as you tried I-messages since the last session.

What reactions did you get

--from the other person?

--within yourself?

Help each other repair the

I-messages that backfired.

FIGURE 5:1---Three essential parts of effective I-messages

1) What you are feeling	2) Non-blameful description of his action that is causing your problem	3) Tangible effect of his action on you
1) I feel...	2) when...	3) because...

II. Anger is a special problem.

Anger often masks your true feeling.

Take the trouble to sort out your real feelings so that you don't give other a false message.

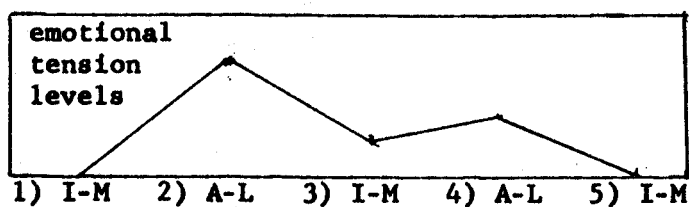
When you are angry, you are not a good teacher, and other is not a good listener.

(over)

### III. Common errors in I-messages

- A. Hidden you-message
- B. Undershooting--too tame
- C. Trying to teach at the wrong time
- D. Not shifting gears to active listening

FIGURE 5:2---Lowering other's tension levels by active listening when your I-message gives him a "temporary" problem



Note: For more detailed review of this important gearshifting, see figures 4:8 & 4:9 in your notes from last session.

- E. Nagging repetition of I-message when for some reason his behavior will probably not be affected by that message.

### IV. Benefits of I-messages

- A. They help you model honesty.
- B. They leave other with the responsibility for his behavior.
- C. I-messages help get his irksome behavior changed, preserve his self-esteem, and strengthen our relationship.
- D. I-messages tell other how his actions affect others.
- E. I-messages help you get in touch with your real feelings. You active listen yourself getting ready to send I-messages.
- F. I-messages give you a chance to "blow off steam" without blaming other.

V. GROUP EXERCISE # 2---Four part exercise to experience the difference between you-messages and I-messages

- Deal with an actual home problem.
- In your twosome, decide who is A & B.
- A tells B who B is to be; for example, 'You are my 11 yr. old who just got home too late to help clean up.'
- All the way through this exercise, start each new segment as soon as the timer bell rings.

1st 3-minute segment---A sends old-fashioned you-messages and roadblocks to B (as before the course).  
B responds with natural gut reaction.

2nd 3-minute segment---B now tells A whose part A is to play; then B sends the you-messages and roadblocks to A (as before the course).  
A responds with natural gut reaction.

--Suddenly you, as senders, get this course; see fig. 5:1 briefly at this point.

3rd 3-minute segment---A now sends good I-messages about the same problem he had earlier; B reacts naturally.

4th 3-minute segment---B now sends good I-messages about the same problem he had earlier; A reacts naturally.

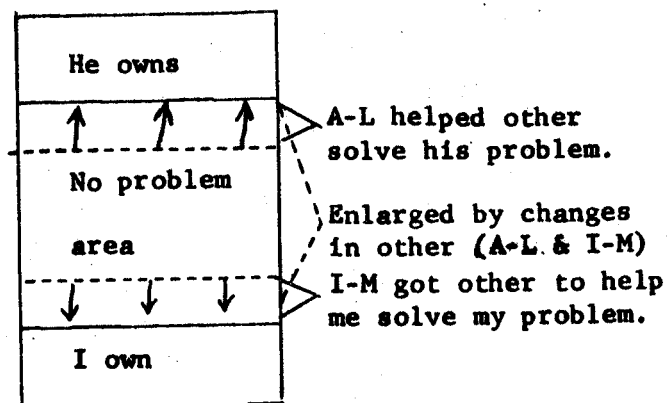
VI. GROUP DISCUSSION #3---Sharing with the whole group the feelings you had in all the four roles you just took (10 minutes)

- A. How did you feel sending roadblocks?
- B. How did you feel receiving roadblocks?
- C. How did you feel sending I-messages?
- D. How did you feel receiving I-messages?
- E. Do these contrasted feelings show that you have learned a very practical skill in the short time since you began these sessions together?

## PART B--CHANGING THE ENVIRONMENT TO ELIMINATE OR PREVENT PROBLEMS

### I. Introduction to modifying environment

FIGURE 5:3---The enlarged no problem area



### II. Methods and examples of modifying the environment

FIGURE 5:4---Eight basic ways to modify the environment

- |                   |
|-------------------|
| A. Enriching      |
| B. Impoverishing  |
| C. Restricting    |
| D. Enlarging      |
| E. Rearranging    |
| F. Simplifying    |
| G. Systematizing  |
| H. Planning ahead |

### GROUP EXERCISE #4---Brainstorming for ways to modify the environment (10 minutes)

A. Purpose is to find lots of possible ways to change the environment to make it easier to get along with others who share that environment.

B. Changes you have made that helped?

C. Other problem areas still? Rooms and privacy? The garage? Closets? Favorite seats? Others???

# NOTES AND OUTLINE FOR T.A.P.E.D. SESSION VI

## RESOLVING CONFLICTS OF NEEDS--PART I

### I. GROUP DISCUSSION #1--Homework #5 (2 parts)

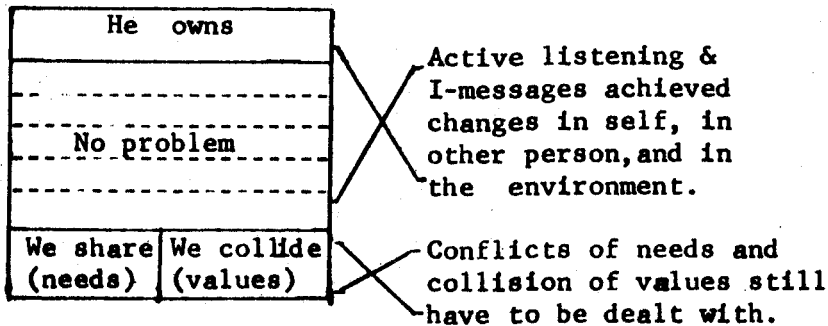
#### Part A--I-messages (15 minutes)

- Who owns the problems?
- Build good 3 part I-messages.

#### Part B--Changing the environment (5 min.)

Help each other on the tough ones  
in exercises 1 to 12.

FIGURE 6:1---How the no problem area is further expanded



### II. Two ways to start a war

FIGURE 6:2---The authoritarian approach to conflicts of needs--Method I

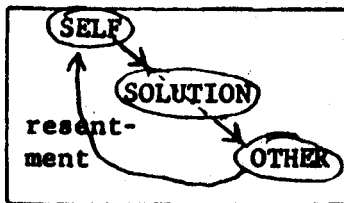
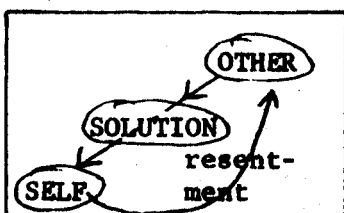


FIGURE 6:3---The permissive approach to conflict of needs--Method II



GROUP DISCUSSION #2 (2 parts)

A. Writing down situations and feelings (4 minutes)

Past situations where other had power over you--How you felt in each situation

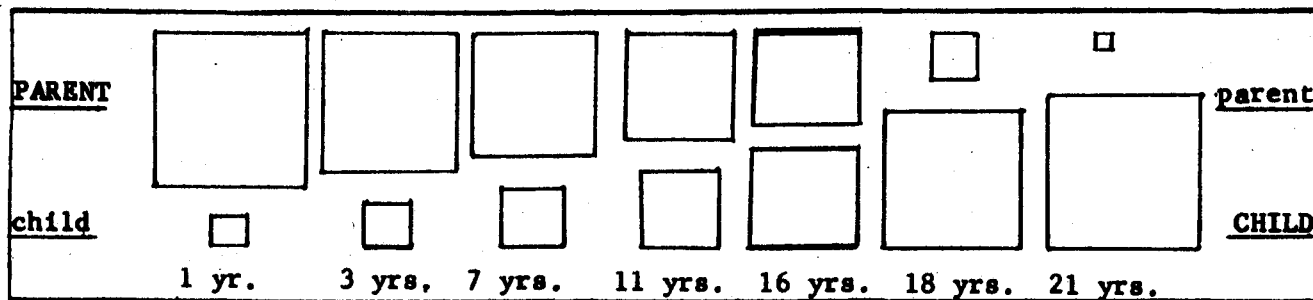
- |     |     |
|-----|-----|
| 1.  | 1.  |
| 2.  | 2.  |
| 3.  | 3.  |
| 4.  | 4.  |
| (5) | (5) |

B. Exchange your reactions in group discussion (15 minutes).

1. How do you feel toward those (above) people today?
2. How do you think your kids will feel toward you in 20 years?

C. Running out of power

FIGURE 6:4---The 20 year cycle for exchange of power positions showing the natural danger of running out of power in using the authoritarian or Method I approach

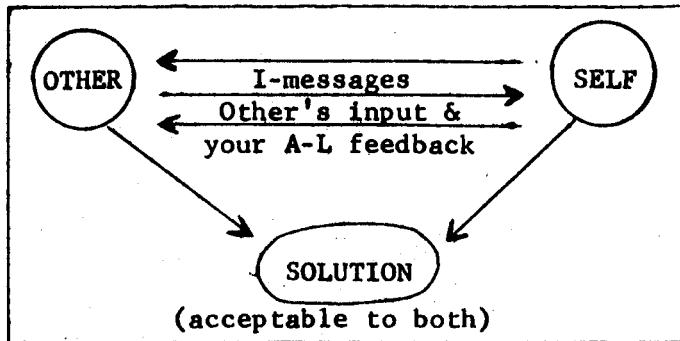


D. Other dangers of the authoritarian way

1. Causes child or spouse to give up
2. Cannot afford to be inconsistent
3. No one is infallible--the Method I user, the authoritarian human being, does indeed make mistakes, but he is less likely to recognize his mistakes than most others.

## III. The one way to peace

FIGURE 6:5---The "no-lose" method of resolving conflicts of needs--Method III



- A. This Method III represents true 2-way communication, including your own I-messages, the other person's input, and your active listening of that input.
- B. Open, honest, mutually respectful, and democratic approach reaches mutually fulfilling solutions.
- C. "I can be a winner without making him a loser."

FIGURE 6:6---The 6 steps in the successful use of Method III to resolve conflicts of needs

(Preliminary--making arrangements with the other person so you'll have time for all of these steps is often helpful or necessary.)

1. Defining or clarifying area of conflict, clarifying each other's problem or need.
2. Brainstorming for "possible" & even "wacky" solutions. Write, but don't evaluate yet.
3. Evaluating the list from step 2; narrow it down to only the most likely ones.
4. Choose the best solution or combination that really meets both sets of needs. Neither should give in too easily here.
5. Exactly who does exactly what by when?  
All parties must understand & agree here; writing this "contract" helps a great deal in serious or complex conflicts of needs.
6. Re-evaluate agreement after trial period.

(over)

#### IV. Further notes on Method III

- A. Method III need not take a long time.  
It can be used in a matter of seconds for simple everyday conflicts of needs. The honest question, "What can we do about this?" often gets you directly into the brainstorming (step 2).
- B. Don't forget to shift to active listening to calm him down if necessary.
- C. Enjoy the brainstorming and call it brainstorming as you teach your kids how to do it. They like it a lot.
- D. Since Method III is based on mutual respect for each other's needs, it generates warm friendliness. Resentment becomes less frequent as using Method III becomes more frequent.

#### GROUP EXERCISE #3--Part A, 2 min.; part B, 13 min.

- A. Take 2 minutes to jot down a couple of at-home problem situations where your needs conflict with the needs of your spouse or child.
  - B. Brave Soul #1 volunteers his or her conflict. Brave Soul #2 volunteers to act the part of the child or spouse described by Brave Soul #1. As these two brave souls begin to talk about and define the area of their conflict of needs, the rest of you kindly help guide them through the 1st 5 steps of Method III, figure 6:6.
- (B<sub>1</sub>) If time allows, Brave Souls ##3 & 4 (& 5 & 6) make a similar attempt while all help keep them on the appropriate step.

NOTE WELL: All of you should use Method III at home to actually resolve the couple of conflicts of needs you jotted down. BE BRAVE! fearing to make a mistake is often the biggest mistake you can make!

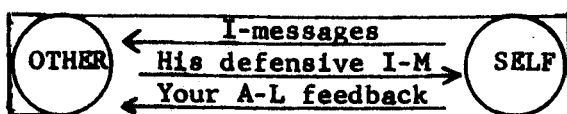


## NOTES &amp; OUTLINE FOR T.A.P.E.D. SESSION 7--RESOLVING CONFLICTS OF NEEDS--PART 2

- I. GROUP DISCUSSION #1--2 parts (20 min.)
  - A. Discuss exercises 1 to 8 of homework # 6 (10 min.)
  - B. Discuss exercises 9 & 10 of homework # 6 (10 min.)

- II. Avoiding problems in the use of Method III
  - A. The six steps of Method III
    1. Define the conflict of needs

FIGURE 7:1---Clarifying both sets of needs



- a. Keep the Method III steps clearly distinct.
- b. Don't go to step 2 'til you both see each other's needs.
- c. Method III is not compromising or abdicating.

## 2. Brainstorming

- a. Be free here and as wacky as you want.
- b. Write down all (serious) suggestions.
- c. Don't quit brainstorming too early.

## 3. Evaluation of suggestions

- a. Your favorites
- b. His favorites
- c. Combinations?

## 4. Find the best solution (or combination) available.

- a. Don't give in too easily.
  - b. Don't let him give in too easily.
- You'll both just be kidding yourselves if you give in too easily here; the accepted solution must meet both sets of needs.

## 5. Details of the agreement--Who does exactly what by when?

- a. In more complex matters, write down the details of the 'contract'; both of you sign it.
- b. This method saves time in the long run; when solved this way, problems don't have to be solved over and over.

## 6. Re-evaluation after trial period

- a. Either party can call for re-negotiation of the agreement.
- b. Be generous & show appreciation when he keeps his part of agreement.

## B. Practice exercises with Method III follows.

Try hard to stay on task and help the group stick to the point of each practice exercise that follows. This is important to help you experience the use of this most productive means to peace.

(over)

### III. GROUP EXERCISE #2

- A. Divide into threesomes, and decide who will be A, B, & C. (You will keep the same letter throughout each of the following three exercises.)
- B. PROBLEM SITUATION #1 (15 min.)--Eleven yr. old gets home late from school.
1. A, you are the parent who has had this course. Your needs are:
    - a. knowing that your child is safe
    - b. knowing when the child can be ready to eat
    - c. help in getting the house cleaned up
    - d. help in getting younger children ready for dinner
    - e. help in washing dishes
    - f. being able to get car into garage without moving child's bike & "junk"
  2. B, you are the child who hasn't had this course; your needs are:
    - a. to visit with classmates and friends
    - b. to have a place to do science projects and work on your bike
    - c. to have some time to yourself
    - d. to talk over homework & class projects with classmates
    - e. You hate to do dishes.
    - f. You are often very hungry when you get home from school.
  3. C, you are trouble shooter(s)--you help with ideas and suggestions for keeping parent and child problem solving session on the right step.
    - a. See page 7:1 for the five steps.
    - b. Study quickly both of the above sets of needs.

### IV. GROUP DISCUSSION--whole group together (10 minutes)

- A. What went well in the above exercise?
- B. What went badly in the above exercise?
- C. Share with the whole group how your small group did on each of the five steps.
- D. How can you help each other get better at this essential skill in Method III?

### V. PROBLEM SITUATION #2--The eating conflict (15 minutes)

- A. A, you are now the trouble shooter.
1. Help keep parent and child on task.
  2. Study both their sets of needs below.
- B. B, you are now the parent; your needs are:
1. to have a clean kitchen when you start dinner
  2. to have enough sandwich meat and bread for next day's lunches
  3. to have your good cooking appreciated
  4. to have a flexible dinner schedule (including going out).
- C. C, you are now the child; your needs are:
1. to have a snack after school
  2. to know what time dinner is going to be, and
  3. know if parents are going out to dinner.

VI. PROBLEM SITUATION #3--The filthy room (15 min.)

A. A, you are now the child; your needs are:

1. to be accepted as a good guy and do your share of the chores
2. not to be nagged at and belittled
3. to have more closet space
4. to be free of chores before school
5. to have snacks in your room before going to bed.

B. B, you are now the trouble shooter.

1. Study the needs of both A and C.
2. Use page 7:1 to keep them on the right step.

C. C, you are now the parent; your needs are:

1. to keep child's furniture from getting water rings on it
2. to avoid unnecessary cleaning and pressing bills
3. to keep your house free of bugs or vermin which are attracted to the crumbs and food left in the room.

VII. GROUP DISCUSSION--whole group together (15 min.)

A. What do you see as making it hard for you to use Method III at home?

B. Ask for help from the group to overcome the difficulties.

C. What do you see as the greatest advantage of using Method III at home?

IX. IMPORTANT NOTE on your investment in this course--you invest part of your life

A. As in the rest of life, the greater your personal investment, the greater dividends you get in return.

1. Those of you who attend regularly, attentively, and take good notes, will get more in return than those who do not so invest their efforts.
2. Those of you who take the time and effort to do your assigned reading and written work will get much greater returns from your greater investment in this course.

B. It's just like investing your hard earned money:

1. \$100 invested at 7% gives you \$7 in return annually.
2. \$1,000,000 invested at the same rate gives you \$70,000 in return annually.

C. For really big returns, invest the effort to use Method III when conflicts arise!

## NOTES &amp; OUTLINE FOR T.A.P.E.D. SESSION VIII--VALUES &amp; COLLISION OF VALUES

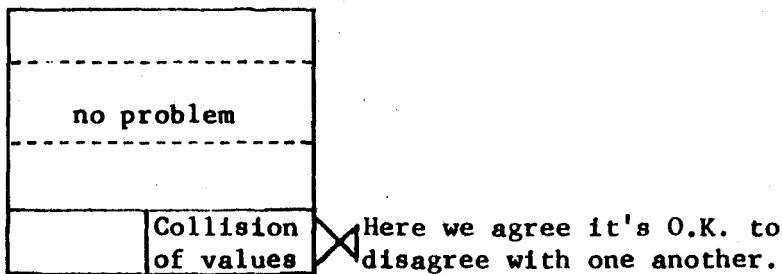
## I. GROUP DISCUSSION #1 (15 minutes)

Use the five points of page 7:1 in your discussion of homework #7; these five points will help in your discussion of the Method III attempts on page 7:2.

(Do not discuss page 7:4 yet; this comes later.)

## II. The remaining area below our line of acceptance

FIGURE 8:1---The matters of value, taste, belief &amp; opinion



III. Needs for such things as food, safety, companionship, respect, and a sense of accomplishment, must be met if a person is to be happy. But how that person goes about getting those necessities taken care of depends on his own very personal values, tastes, beliefs, and opinions.

FIGURE 8:2---Five minute written exercise on needs vs. values

**Directions:** If you heard someone making the following statements, which do you think he would be expressing, his needs or his values? Put an "X" through the "N" to the left of the speaker's needs statements, and put an "X" through the "V" to the left of the speaker's values statements.

## Need Value

- |   |   |  |
|---|---|--|
| N | V | 1. "People should keep Sunday holy."                           |
| N | V | 2. "People should keep Saturday holy."                         |
| N | V | 3. "Eleven year old children ought to respect their teachers." |
| N | V | 4. "I like my hair this way."                                  |
| N | V | 5. "Do you have your homework finished?"                       |
| N | V | 6. "Daddy, can I go over and play with Gerri?"                 |
| N | V | 7. "Parents should respect their children."                    |
| N | V | 8. "Children should respect their parents."                    |
| N | V | 9. "I'm going to try to make the team this year."              |
| N | V | 10. "Daddy, do you love me?"                                   |
| N | V | 11. "There have to be rules for a well run household."         |
| N | V | 12. "Mommy, I'm cold."   |
| N | V | 13. "I just finished this tough homework, I did a good job."   |
| N | V | 14. "Nobody likes me; everybody hates me."                     |
| N | V | 15. "Hypocrisy and dishonesty are bad for family and society." |
| N | V | 16. "I think your religion is a waste of time."                |
| N | V | 17. "I'd rather have a weekly allowance than ask for money."   |
| N | V | 18. "I think pre-marital sex can be all right."                |
| N | V | 19. "I think interracial marriage can be O.K."                 |
| N | V | 20. "My grades are my business."                               |

FIGURE 8:3---Freedoms of personal tastes, beliefs, opinions, and behaviors (values), that I personally want to be free to possess without criticism from others (to be compiled during 2 minutes of silent writing followed by 8 minutes of group discussion)

Examples: To dress the way I want  
To pick my own friends  
To worship or not to worship in the manner I choose

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- etc.

Note: If you were successful in limiting the above list to values (where collisions and disagreements are acceptable), then your spouse and children should be free to accept or reject any of them for themselves, as they allow you to have all of them, without criticism.

Further discussion notes:

FIGURE 8:4---Dealing effectively with other's unacceptable or distasteful values

1. Good example or modeling your values honestly
 

What you do shouts so loud I can't hear what you say!  
 If you really think smoking is bad, then don't smoke.  
 If you really think honesty is good, be honest.  
 If drug dependence is bad, what about your own pills & liquor?

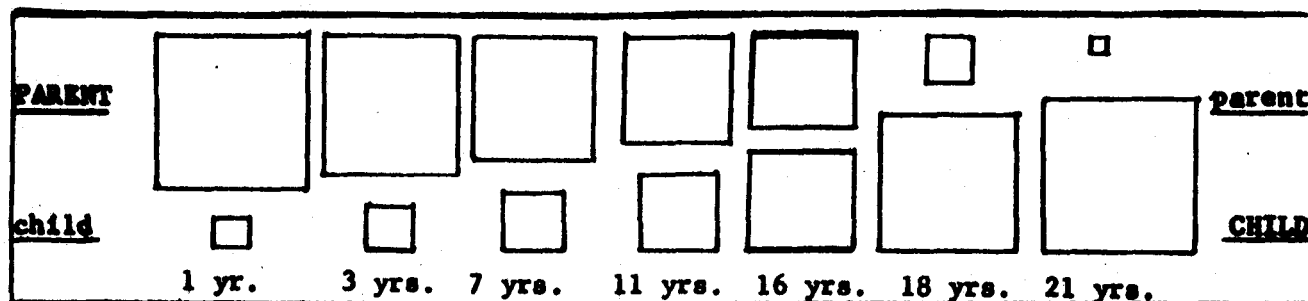
Being proud of & happy with your own values is the very best way to convince others of the worth of your system of values.
2. Become a consultant or confidant for the other person.
  - a. Have your facts and figures straight.
    - 1) Never lie with statistics.
    - 2) Let the facts speak for themselves.
  - b. Opinion--If you have an opinion, honestly state it as opinion. The mark of a wise man is to know how much he doesn't know.  
 "Fools, like ships, toot loudest when in a fog."
  - c. Don't nag! What good does it do for anyone?  
 It can very well get you fired as a consultant.
3. Modification of yourself--especially by striving for deeper honesty
  - a. Open up to other's values---The head-in-the-sand move may work for the ostrich, but it keeps humans from communicating and making social progress.
  - b. Do you really like and respect kids as human beings?  
 Do you like only those who fit your mold?
  - c. Do you depend on your kids too much for your own feeling of accomplishment? Do you have to have your kids do what you want them to do so that you can feel successful and/or influential?
  - d. Examine carefully those values you have accepted blindly for yourself. Answer for yourself the important question: "Why do I hold these 'truths'?"  
 Are they still so true as they were for a less informed generation?  
 If we are to make human progress, we must show the coming generation a more mature set of values than the previous generation showed to us.
  - e. Acceptance of self (being proud of your own set of values) makes it easier to accept other--and vice versa.  
 If you're not happy with your values, change!
  - f. Do you not own your children. You have launched them, as arrows, on their way of life. Do you have the right and the wisdom to guide them according to your direction? Or do your maturing, free, and learning children have more freedoms than you are willing to risk?

GROUP DISCUSSION #3--3 parts--5 min., 5 min., & 15 min.

- A. Discuss #1 above for 5 min.  
 How comfortable are you with your example for spouse & child?  
 How does this influence your effectiveness as a parent?
- B. Discuss #2 above for 5 min.  
 How do you function as confidant & consultant for spouse & child?
- C. Discuss #3 above for 15 minutes--a thorough discussion of how to modify self--Try to cover all the points in #3.

(over)

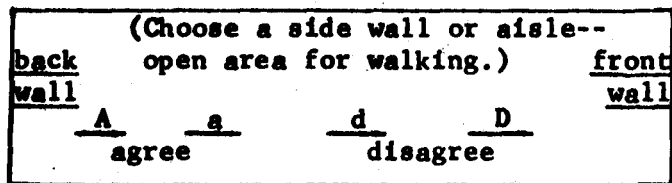
FIGURE 8:5---The 20 year cycle for exchange of power positions showing the natural danger of running out of power in using the authoritarian or Method I power approach



NOTE: You will be effective in helping others develop appropriate values if you:

- work for the honesty to accept the things you cannot change;
- work with courage to change the things you can;
- work very hard for the wisdom to know the difference.

FIGURE 8:6---Barometer of values to help you compare your values with others



#### GROUP EXERCISE #4 (about 10 minutes)

Take page 7:4 along with you for this walking or human barometer exercise.

As the Timer or another volunteer reads each statement aloud, group yourselves in the room according to figure 8:6. So that it will be easier to be true to your personal convictions, no talking, please, as you take your positions in the room for each of the 20 statements.

#### GROUP DISCUSSION #5 (20 minutes) on values

What are your reactions to the exercise you just completed?

When do collisions of values lead to conflicts of needs?

Whose values are the most worthy of respect in your home? Always?

## NOTES &amp; OUTLINE FOR T.A.P.E.D. SESSION 9--SUMMARY &amp; PERSPECTIVES

- I. Four possible situations in all confrontations & most personal discussions.
  - A. No problem exists--No special skill is needed here in the first situation. Enjoy your agreements, and accept disagreements here in a spirit of friendship and democracy--with caring and respect.
    1. Values, both important and unimportant, should be freely held and freely rejected according to one's own personal tastes.
    2. Values should not cause other to have a problem; but if and when they do, refer to section "B" below.
    3. If you don't like other's values set a good example of how you honestly enjoy your own values. The very best way to show that a stick is crooked is not by arguing about it but by laying a straight stick alongside it.
    4. If you don't honestly enjoy or are not honestly proud of your values, perhaps you should re-examine them more carefully.
    5. "Self-evident" truths are often "evident" only to a duller &/or lazier generation or individual who would not risk exposing them to the frank light of reason.
  - B. There is a problem for someone--three different situations.
 

First determination to make is who owns the problem; that is, whose life is really being affected by this situation?

    1. His problem--Use the skill of ACTIVE LISTENING.
 

As he solves more of his own problems, you will see his increased self-responsibility and self-esteem, while the number of his problems decreases. He will whine less and depend less on you to wipe his nose--as you active listen in such a way as to help him help himself find his own solutions.
    2. My problem--Use the skill of the three part I-MESSAGE.
 

Be honest in all three parts!

      - a. I feel... Describe your feeling that really results from his behavior.
      - b. when... Describe his behavior non-blamefully--only the problem causing behavior, please.
      - c. because... Describe the real and tangible effect this specific behavior is actually having on your life. In the name of honesty (and to get good results) please don't cheat here!!

It seems that here is where most parents are too strongly tempted to cheat, and this is why their I-messages don't work. "I don't like it." or "It embarrasses me." is not a tangible effect; such statements simply reflect your values and can invite "So what?" as a response from someone with different values.
    3. Our problem--Use the skills of no-lose METHOD III.
      - a. Avoid Method I authoritarian approach which produces "yes-men" with weak conscience formation, who seek approval from outside themselves; so easy marks for bribery, etc.
      - b. Avoid Method II permissive approach which produces chaos both at home and in society as it produces self-centered, spoiled brats--often having no social conscience formation, unwilling to accept any needs or standards from outside themselves.



c. METHOD III no-lose approach respects the needs of both self and other.

- 1) The result is a well formed conscience that reaches well thought out conclusions based on both the internal needs of self and the external needs of society.
- 2) Since both self and other share in conflict resolution, no resentment, but rather mutual respect & deeper love.
- 3) This is the way toward peace & away from war.

## II. Using METHOD III for the peaceful resolution of conflicts of needs

A. GROUP EXERCISE #1 (1 min. plus 15 min.) Take 1 min. to decide who are couples #1, #2, #3, & #4, then do the 15 min. exercise as follows:

1. Step 1 (1 to 4 min.) Couple #1 defines for everyone the area of their actual conflict of needs. Rest of group listens; anyone else's remarks (very brief only) should only help couple #1 stick just to their task of clarifying their area of conflict of needs.  
Note: Naturally if it turns out that their "difficulty" is really a collision of values, search further (possibly from another couple #1) for a true conflict of needs.
2. Step 2 (3 to 5 min.) Couple #2 brainstorms by free association of ideas for suggestions that might work for the problem of couple #1. Absolutely no evaluating here, so don't ask couple #1 about any of those suggestions. Relax & enjoy the free association of ideas. Everyone else listens quietly, speaking only briefly if necessary to keep couple #2 on step 2. Couple #3 writes down all serious suggestions of couple #2 (for next step).
3. Step 3 (1 to 4 min.) Couple #3 shortens their long written list, keeping only the best greyhound ideas while eliminating the dogged ideas. Couple #3, do not confer with couple #1.
4. Step 4 (1 to 3 min.) Couple #4 takes the shortened list provided by couple #3 and combines and adapts those few good suggestions in order furnish couple #1 with what seems to be the one best solution or combination to meet both sets of needs as defined in step 1. Couple #4 will need to confer with couple #1 as they reach their final solution.
5. Step 5 (2 to 4 min.) Couple #1 works out the very definite, specific and practical details of how they will carry out the solution reached in step 4.

Who does exactly what & when?

The divided sheet method helps.

<u>His</u>	<u>Hers</u>
1.	1.
2.	2.
3.	3.
...	...

### YOUR OWN NOTES

to help you use this method more comfortably at home:

**B. GROUP DISCUSSION #2 (five parts, 3 min. each)**  
to analyze the previous exercise.

Be sure to keep your discussion of each step well separated from other steps.

1. Step 1 (3 min.)--Couple #1 tells what they think they did right and wrong; then short group discussion of step 1.
2. Step 2 (3 min.)--Couple #2 tells what they did right and wrong; then a short group analysis of step 2.
3. Step 3 (3 min.)--Couple #3 tells what they did right and wrong; then a short group criticism of that step.
4. Step 4 (3 min.)--Couple #4 tells what they did right and wrong; then a short group critique of step 4.
5. Step 5 (3 min.)--Couple #1 tells what they did right and wrong; then a short group discussion of how all the five steps built up toward a lasting solution.

Further personal notes to help you use Method III more comfortably and teach others to use it--especially in your home.

**III. GROUP EXERCISE #3 (25 minutes)--evaluation of the course by the whole group together**

- A. One person volunteers to act as secretary for the whole group.
- B. Give the majority consensus for each of the 20 items of the "Course Evaluation Survey."
- C. Use the back side of that survey to report other group opinions or ideas that show group consensus.  
Lay it out straight; the truth will make me free too.

#### IV. Concluding remarks and plans for the future

A. As the butterfly said to the caterpillar, "You, too, can fly; but that cocoon's gotta go!" You are on your own, responsible for what happens to your plane, whether it mires at the end of the take-off runway or takes off and flies; only your efforts will pull the stick back.

#### B. Continuation meetings a possibility

Each individual should feel free to take part or not to take part in the suggested continuation meetings. The following is a list of suggestions (merely suggestions) that have been found helpful for continuation meetings.

1. Before leaving here, set definite time and place for your first such meeting.
2. Take turns hosting the meetings.
3. Limit number of meetings to 9 or fewer.
4. Set definite starting and stopping times for each meeting.
5. Part of each meeting for working discussions--part for socializing.
6. Ordinarily have meetings on regular basis--perhaps twice a month.
7. You may want to exchange phone numbers at this present session.
8. Will you need a reminder system as to when the next meeting is? Or should everyone phone the host couple to notify whether coming or not?
9. At each meeting, decide who will host the next meeting.
10. Agree on how to keep the refreshments very limited, simple, inexpensive, and especially non-competitive. (Be true to yourself here too.)
11. Toward the end of each meeting, set the agenda for the next meeting. These agenda could be your old class notes from this course to be discussed one session at a time, the one or two chapters of the textbook, Gordon's Parent Effectiveness Training, that pertain to the topic of a given session, and so forth. For example, your class notes along with the first 28 pages of Gordon's book could make a very fruitful agenda for your first session on your own.

C. Whether or not you hold the continuation meetings, you will find that a periodic review of the notes along with your spouse will refresh your memory and encourage you to refine further the skills that you will only gradually come to appreciate fully as you see them gradually working for your increased joy, peace, and deepening friendships.

D. Congratulations on taking the pains to learn some of theory and begin to practice those skills that, if continued, will produce in your family a quality of love that will make marriage and family life the joyful thrill they ought to be. (Mother Nature is no sadist; but neither is she Santa Claus!)

Love is no accident or mushy feeling; it is actually doing something for the long term happiness of the person you love. This productive doing takes hard headed planning and intelligent effort; then the nice feelings come as a result of love. HAPPINESS IS NOT AN END; IT'S REALLY THE BY-PRODUCT OF YOUR REALIZATION THAT YOU ARE LOVING SOMEONE MATURELY.

May you have much mature love throughout your life,

*Stephen Uhl*  
Stephen Uhl

## APPENDIX B

PARENT EDUCATION DISCUSSIONS (P.E.D.) HOMEWORK EXERCISE #1

An old Chinese proverb says well what experience has taught every effective educator:

I hear, and I forget,  
I see, and I remember,  
I do, and I understand.

These exercises will be very helpful in making practical your understanding of the ideas and skills you learn in your Parent Education Discussions (P.E.D.).

Only one book is really required for this P.E.D. course:

Gordon, Thomas, Parent Effectiveness Training (P.E.T.), New York:

Peter W. Wyden, Inc., 1970, available at local stores for \$6.95. Reading assignments will be made from this book as a regular part of your homework.

RECOGNIZING THE ROADBLOCKS OF COMMUNICATION

(Write in the responses you think you would make if the following statements were made to you.)

1. (Child) I'm not eating that icky stew. It's horrible---and I hate the stuff!

(Your response) \_\_\_\_\_

2. (Child) I hate school this year. This teacher's an ole grouch---won't let us do anything we want to.

(Your response) \_\_\_\_\_

3. (Spouse) I just can't seem to get anything done after dinner; and you and the kids are always watching TV.

(Your response) \_\_\_\_\_

4. (Child) I think I will just drop out of school and get a job. I'm not learning anything useful at school. What good is it going to do to know the parts of a worm?

(Your response) \_\_\_\_\_

5. (Spouse) I think it would be nice if I could choose a TV program once in a while; I don't always like the things you choose.

(Your response) \_\_\_\_\_

6. (Child) I'm gonna run away. I hate you; you're nothing but an ole screaming sour-puss.

(Your response) \_\_\_\_\_

7. (Child) Why do you keep bugging me about my room? I like it to look lived in, so just don't bother me any more about cleaning or straightening it.

(Your response) \_\_\_\_\_

8. (Child) What should I do? Sometimes I think I want to get a job this vacation and sometimes I feel I'd just like to relax.

(Your response) \_\_\_\_\_

9. (Child) I hate this coat and it's not very cold out anyway. I don't really need to wear it today.

(Your response) \_\_\_\_\_

10. (Spouse) I can't believe the prices at the store. Somethings I can't buy at all; they're so high.

(Your response) \_\_\_\_\_

11. (Child) I don't need a bath; I'm not dirty. Why do I have to take a bath so often? I'm not dirty and besides, I hate baths.

(Your response) \_\_\_\_\_

12. (Spouse) The days just don't seem long enough to even get the paper read.

(Your response) \_\_\_\_\_

(Child) I just don't feel like doing anything tonight; Joanie wouldn't even speak to me today.

(Your response) \_\_\_\_\_

(Child) I wish I were grown up. It's no fun being a kid; I'll sure be glad when I'm grown up.

(Your response) \_\_\_\_\_

(Teenage Girl) When Jerry calls on the phone tonight, tell him I'm not home. I don't want to talk to him.

(Your response) \_\_\_\_\_

(Adolescent) What am I gonna do? I can't get anybody to go to the dance with. I wonder if I'll ever get married.

(Your response) \_\_\_\_\_

(Girl) Wow, is that Gerry ever good looking! I hope he invites me to his birthday party; I love him.

(Your response) \_\_\_\_\_

(Child) I'll never get all my homework done. Why do we have to have so much of it? I've got so many things to do this weekend. How am I gonna get everything done?

(Your response) \_\_\_\_\_

(Child) I'm not going to change my hair; it's my hair and I'm keeping it this way. I like it like this.

(Your response) \_\_\_\_\_

Put here a remark or statement of your spouse or child that shows they have a problem, and then write down your response to it:

(Spouse or child) \_\_\_\_\_

(Your response) \_\_\_\_\_

On pages 41-44 of the textbook, Parent Effectiveness Training, you will find 12 typical ways of responding to others' remarks. Read these "Typical Twelve" over, and see how typical your above responses were by identifying and labeling which of them you used in each of the 20 items above. Label each of your responses very briefly. This will help you identify which of the typical twelve you use most.

Which of the typical twelve did you use most in the above written responses? \_\_\_\_\_

READING FROM THE TEXTBOOK: For the next Parent Education Discussion, read chapters 1 and 2 (pages 1-28) of the textbook. Discussion of these points with your spouse can prove very helpful.

A few do's, don't's and maybe's---

DO...	DON'T...	MAYBE...
...listen	...always interrupt	...more of the message will get through.
...let him finish his statement	...keep reading while he or she is talking to you	...you'll be seen as being interested in him.
...watch the pitch of your voice	...shout	...the listener won't be turned off.
...attack the problem	...attack the person	...you won't get into an argument.

P. S. Please be sure to check which exercises and activities you performed:

- \_\_\_\_\_ 1. I did at least 17 of the 20 written items above.
- \_\_\_\_\_ 2. I have read pages 41-44 of the textbook.
- \_\_\_\_\_ 3. I have labeled at least 17 of my responses to the above written items according to the "typical twelve" in the textbook.
- \_\_\_\_\_ 4. I identified which of the "typical twelve" responses are my favorites.
- \_\_\_\_\_ 5. I have read pages 1-28 of the textbook.

Name(or research number and sex) \_\_\_\_\_

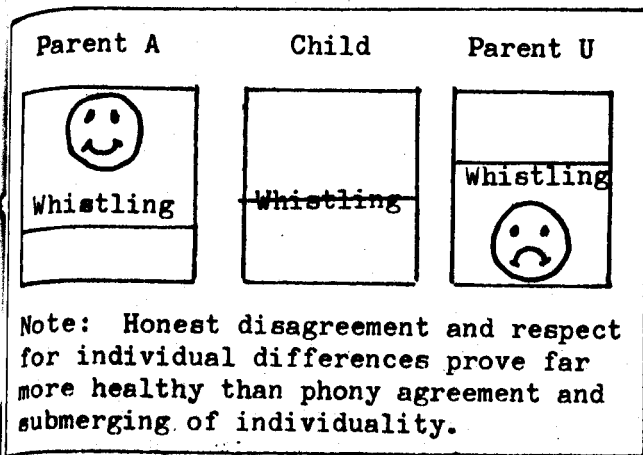
Bring your homework and folder to the next session. This will be important for your discussions at each coming sessing.

If it is ever necessary to miss a regular session, try hard to get to the make-up session the following Saturday morning.



# The "United Front" of parents

FIGURE 1:4---The child "caught" between Parent A and Parent U not necessarily in a bind



## GROUP DISCUSSION #5 (10 minutes)

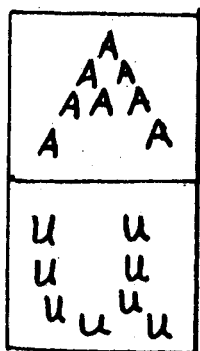
Try to share with the whole group how you and your spouse feel about presenting a united front to children?

Does a united front have a bearing on children playing one parent against the other? If so, how deal with it?

How do honest disagreements between you and your spouse affect your children's honesty and openness?

## Summary of preliminary ideas

FIGURE 1:5---The rectangle at any given moment



At this time I accept these situations and behaviors.  
 I feel good or at least neutral about them; they do not upset, disappoint, or frustrate me.

In the present circumstances I do not accept these actions or situations. I need something more; I am disappointed, upset, afraid, angry, etc.

## GROUP DISCUSSION #6 (10 minutes)

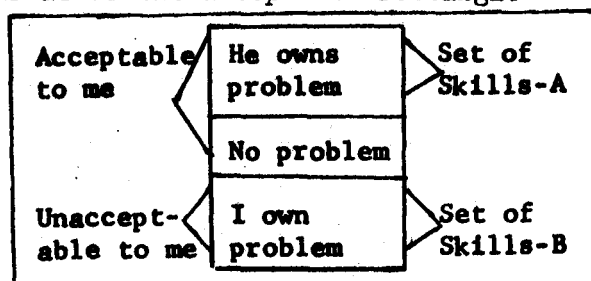
For this general round-up discussion, refer to figures 1:3, 1:4, and 1:5 to help clarify any remaining points on:

1. Parental disagreements before children  
 ---when you were a child  
 ---now that you are a parent
2. Favoritism (home & school) & individuality
3. Personal honesty and openness vs. being "square and brown and stiff"
4. Whatever else you want clarified...

direction this course is taking

- A. The next 2 sessions deal with developing Set of Skills-A---for helping the other person when he owns the problem.

FIGURE 1:6---Specific skills for specific areas of the acceptance rectangle



- B. More complex skills will be developed for when we share the problem with the other person in the relationship.
- C. The course quickly becomes much more practical, now that some of the conceptual and philosophical foundations have been laid in this first session.

## II. Administrivia

- A. Take a copy of the homework with you.
- B. Sign the attendance sheet if you have not already done so.
- C. Does your family have one copy of the textbook, Parent Effectiveness Training, by Dr. Thomas Gordon? This is the only book that is really necessary for this course.
- D. Don't forget to jot down your remarks and evaluation of this session on the critique sheet furnished in your folder.
- E. Bring your complete folder and finished homework to next session with you so that you can discuss the homework with the rest of the group. The homework will be collected at next session.
- F. Out of consideration for the others in your group and so that you will not miss any of the course, come a minute early for each meeting, if possible.
- G. If it is ever necessary for you or your spouse to miss a regular meeting, please do your best to make up that missed meeting on the following Saturday.

HERE'S HOPING YOU AND YOUR FAMILY ENJOY THIS TRIP TOGETHER!--Stephen Uhl,  
School Psychologist

## HOMEWORK EXERCISE #2 - RECOGNIZING FEELINGS

I hear, and I forget,  
 I see, and I remember,  
 I do, and I understand.  
 (Old Chinese Proverb)

Hearing another person's words is not nearly as important as understanding the feelings behind the spoken message. We often hear only the spoken words and react to them, rather than really understanding the deeper feelings the person is actually experiencing.

Practice sorting out the feelings from the words as stated below. Write down, very briefly, the main feeling or all the feelings you notice in the person's statement.

What the Person Says:What The Person is Feeling:

- |   |     |
|---|-----|
| 1. (Child) I can hardly wait 'til Christmas vacation gets here.   | 1.  |
| 2. (Child) You know, I tried and tried, but I just can't seem to please my teacher, no matter how hard I try.       | 2.  |
| 3. (Child) I'm never going to speak to Pat again. What a creep!   | 3.  |
| 4. (Child) This arithmetic is too tough. I'm just not smart enough to get it-but all the other kids can handle it.  | 4.  |
| 5. (Child) I wish we'd move back to our old home. Nobody around here likes me.                                      | 5.  |
| 6. (Child) Mom, is this composition good enough? I always make lots of mistakes; will you correct them for me?      | 6.  |
| 7. (Child) I'm going to my room; I won't eat any of your icky dinner and I don't want to be with any stupid people. | 7.  |
| 8. (Wife) I finished sewing my new pants suit today.  | 8.  |
| 9. (Child) I tried out for the pep squad, but they like upper classmen better than us lower classmen.               | 9.  |
| 10. (Husband) The car is not running right. I don't know if I can fix it or if I'll have to take it to the garage.  | 10. |
| 11. (Child) Why are people always bugging me about my grades?   | 11. |

What The Person Says:

What The Person Is Feeling:

- |  |     |
|--|-----|
| 12. (Wife) I bought a new coat today. It's sharp, but it was a lot more expensive than I wanted.   | 12. |
| 13. (Child) I think I will do OK on my math exam, but that history is something else.  | 13. |
| 14. (Husband) I'm playing poker with the guys tonight. I'm gonna win; I'm tired of supporting those guys.  | 14. |
| 15. (Child) Fran gets to go out with friends any ole time and I never get to go any place; that's not fair.  | 15. |
| 16. (Child) Boy, will I be glad when Daddy gets home; he's my bestest friend in the whole world, and he can fix anything.  | 16. |
| 17. (Child) Mommy, I hate those old ladies. They played cards with you all day, and I never get to play with you.  | 17. |
| 18. (Child) Hey, look! I got this tough puzzle all done; I did it all by myself.   | 18. |
| 19. (Father) Bob, you either go to the barber tomorrow, or I'll cut your hair myself.  | 19. |
| 20. (Wife) It seems like all I've done today is dishes and cooking, and all the kids have done is watch TV and argue.  | 20. |
| 21. (Child) I shouldn't have shoved and kicked the little kid like that; I was really mean, wasn't I?  | 21. |
| 22. (Child) Mom, all you do is yell and scream at me; I'm sick and tired of your picking on me and nagging at me.  | 22. |
| 23. (Child) I like my hair this way and I don't care who doesn't like it; it's my hair, not yours.   | 23. |
| 24. (Child) I don't like that ole bus driver, and I hate school. I'm not gonna to go to school this morning. I don't feel very good anyway. Can I help you clean today, Mom? | 24. |
| 25. (Anyone) You always have to ask what I did on the way home; can't you just leave me alone?   | 25. |

**READING EXERCISE:** Chapter 3, pages 29-61 of the textbook, Parent Effectiveness Training.

**Suggestion:** Discuss this exercise and reading with your spouse.

And finally, a few do's, don't's, and maybe's...

DO...	DON'T...	MAYBE...
...talk in words that show acceptance	...get caught in the usual language of non-acceptance	...the other person will feel accepted.
...feedback only what you think the sender's message was	...send a new message of your own at this time	...you'll both be talking about the same thing.
...praise him honestly	..."verbally chip" at his ego	...he'll trust you.
...show you care and are interested	...tell him he's lazy	...he'll be proud of himself.
...use "active" listening	...expect it to be easy at first	...he'll be more willing to listen to you.

Check (x) the activities you did in connection with this homework:

- ☐ 1. I wrote down the feeling or feelings I recognized for at least twenty (20) of the above twenty-five (25) written items.
- ☐ 2. I have read Chapter 3, pages 29-61 of the textbook, Parent Effectiveness Training.
- ☐ 3. I discussed at least a few of the written exercises with my spouse.
- ☐ 4. I discussed parts of Chapter 3 with my spouse.
- ☐ 5. Several times this week, I deliberately looked behind the code of the sender's message, listened for the feeling, and active-listened to the sender's message.

## HOMEWORK EXERCISE #3

I hear, and I forget,  
I see, and I remember,  
I do, and I understand.

Read over the four "conversations" below and evaluate them for their effectiveness (quite effective, just so-so, or ineffective). Which ones show active listening? (Conversation number 1, 2, 3, 4.)

CONVERSATION 1:

He: Husband, late home from work says, "Am I glad to get home!"

She: "Every night I have something planned, you get home late. You knew I was going shopping after supper."

He: "I couldn't help it; the boss wanted to see me at 10 'til 5. Then, the traffic was tied up. I'd like to see you try to fight that every day. What a mess!"

She: "You think life around here is some kind of picnic, I suppose. The least you could have done was phone me. I already fed the kids; your dinner is on the table; I don't feel like eating. I'm going upstairs; I have a headache."

CONVERSATION 2:

He (late): "Am I glad to get home!"

She: "I guess you must have had a rough day at work."

He: "Sure did. I was just about ready to leave and the boss wanted to plan some stuff for tomorrow. By the time I got out of the place, traffic had already bogged down."

She: "I thought perhaps traffic had held you up. I was disappointed when I saw you were going to be late, because Jimmy and I had planned to go shopping for some school clothes."

He: "I guess I kinda upset your plans. But maybe you'd still have time to go if Julie and I did the dishes tonight."

She: "O.K., I like that."

CONVERSATION 3:

Child: "We lost another game - and it was all that stupid jerk, Gerry's falt." What an idiot!"

Parent: "That's no way to talk about a friend. You and Gerry always have so much fun together; you were in Scouts together, you've always been together in school; you've even stayed at his house."

Child: "He's dumb! Who else could have done what he did?"

Parent: "He couldn't have been that bad."

Child: "Ah, you don't know anything about football. How would you know?"  
(Child charges outside.)

CONVERSATION 4:

Child: "We lost another game - and it was all that stupid jerk, Gerry's falt. What an idiot!"

Parent: "You feel disappointed you lost the game, and now you're pretty upset with Gerry."

Child: "Yeah, it almost seemed like he was tryin' to give 'em the game. Boy, did we look bad!"

Parent: "Sounds like you think Gerry deserves most of the blame."

Child: "Yeah, he dropped two passes - right to him - well, the first one was right to him, the other one was a little low. Then Jimmy had to fumble when we were about to make a touchdown. Then to top it all off, George got hurt."

Parent: "It must have been a bad day for several of the guys."

Child: "Yeah, I guess it wasn't our day. Hey, I'm hungry..."

CONVERSATION 5 (your own):

Write down one brief conversation you had in the past week which showed that somehow you were not communicating effectively with each other. Try to give the exact words as nearly as you can.

CONVERSATION 6 (your own):

Write down one brief conversation that showed you were communicating effectively.  
Notice the differences - especially in hearing the other person's feelings.

A few do's, don't's and maybe's...

DO...	DON'T...	MAYBE...
...give the other a chance to analyze his own problem as you "actively listen"	...analyze it for him	...he'll find his own best solution
...be genuine in your responses	...be a phoney	...trust will grow
...be open and friendly	...probe and interrogate	...both will be more comfortable
...relax and take interest	...give the signals of being uncomfortable or wanting to get on to something else	...sincerity will be found
...feedback what you notice the other person is feeling	...teach or lecture	...the heart of the matter will be found
...try to actively listen	...be afraid of getting involved	...you'll find that with practice, it works

Now read Chapters 4 and 5 in the textbook, Parent Effectiveness Training, pp. 62-102.

P. S. Check (x) here the activities and exercises you performed:

- ☐ 1. I rated the four conversations printed above.
- ☐ 2. I wrote one brief unsuccessful or ineffective conversation I has since last session.
- ☐ 3. I wrote one brief successful or effective conversation I had since last session.
- ☐ 4. I have read Chapters 4 and 5 of Parent Effectiveness Training, pp. 62-102.
- ☐ 5. I consciously tried to use active listening several times since last session.

\_\_\_\_\_  
Name or research number and sex.



## HOMEWORK #4-FAULTY AND EFFECTIVE MESSAGES

I hear, and I forget,  
I see, and I remember,  
I do, and I understand.

Directions: From the list of roadblocks of communications, pages 41-44, identify the one or ones that are used in the faulty messages below:

Life Situations and Tempting Responses

Example: Two kids fighting over a toy car. "You two quit your fighting and give me that car."

Communication Roadblocks Used

Example: Ordering, giving solution

- |  |    |
|--|----|
| 1. Child does not make own bed. "You're not gonna get any breakfast 'til you make your bed."   | 1. |
| 2. Child complains of not having time to finish homework. "How about skipping all TV 'til you get caught up; that's what I'd do."  | 2. |
| 3. Teacher complains that child took another student's pencil and a scuffle resulted. "You should have asked me for a pencil; you don't have to be a thief."   | 3. |
| 4. Two children playing very noisily with their toys. "You kids, cut out that racket; put those toys away and settle down this minute."  | 4. |
| 5. Child brings home report card full of C's and B's but with a D in math. "Sure, math is hard, but you're going to need it when you grow up to balance your checkbook and figure out how much you can spend for things. It's really important for you." | 5. |
| 6. Child comes in with a sad looking face. "What's the matter with you?"   | 6. |
| 7. Brother and sister are arguing and shouting at each other. "Look at you two! You sound like a couple of cry-babies!"  | 7. |
| 8. Child wonders aloud where babies come from. "I don't have time to talk about it now; how about some cookies now? Or would you rather go outside and play?"  | 8. |

For the following life situations, you own the problem. Note how the "you messages" contain roadblocks; then write in your own "I messages" that effectively avoid the roadblocks (pp. 41-44 in textbook):

<u>Life Situation</u>	<u>"You Message"</u>	<u>Communication Roadblock(s)</u>	<u>"I Message"</u>
Example: Twelve year old was expected home at 3:30 and arrived at 4:45.	"You should have called home and told me when you knew you were going to be late."	Advice giving	"I'm disappointed that you are late; I wanted to hurry to the store before supper while you watched the baby."
9. Child tracks dirt and mud across clean carpet.	"You surely have better sense than to put your filthy shoes on that nice carpet."	Shaming	9.
10. Child is beginning to get involved in TV program, beyond his bedtime. Parents want some time alone together.	"You should get to bed now; it's getting late; go on."	Advising Ordering	10.
11. Boys are tossing a baseball right outside a big picture window.	"You boys are going to break that big window, so you had better get away from it."	Warning Admonishing Threatening	11.
12. Parent has a headache or cold-child wants to play together.	"Can't you see I don't feel well? How can you expect me to play with you when I'm sick?"	Shaming	12.
13. Kitchen is left in a mess when child has his after-school snack.	"You made this mess; you ought to be the one who has to clean it up."	Preaching Moralizing	13.
14. Child has come to dinner table with very dirty hands.	"You make me sick with those dirty paws-you filthy little wretch! Get out of here and wash them right now!"	Name-calling Shaming Ordering	14.
15. Children keep cutting up and making a racket in their bedroom while Mom and Dad try to visit quietly with out of town adult guest.	"You just wait 'till our guest leaves; you are gonna get it."	Threatening	15.
16. Adolescent agreed to be home by 11:30-arrived at 1:30.	"Where have you been all this time? You should have called. You irresponsible little kid."	Blaming Probing Name-calling	16.

Describe briefly two (2) situations at home that actually cause you problems; then write down a good three part "I Message" for each.

Situation #1:

"I Message":

Situation #2:

"I Message":

A few do's, don't's, and maybe's...

DO...	DON'T...	MAYBE...
...accept the other person as is	...compare with relatives or friends	...you'll find the uniqueness of that person
...compliment sincerely	...tease or ridicule	...you'll both feel more secure
...praise what is good about a job attempted	...put down or criticize	...the other person will continue to try
...reward high achievement	...rely heavily on threats and punishments	...accepted performance will occur more often
...verbally encourage	...verbally put down	...self-confidence will grow
...practice what you learn	...give up	...you'll get better, not just older

Now read pages 103-138 in the textbook, Chapter 6, How to talk so kids will listen; and Chapter 7, Putting "I messages" to work.

P. S. Check(x) below the exercises you have done

- \_\_\_\_\_ 1. I did at least seven of the eight exercises on page 4:1.
- \_\_\_\_\_ 2. I did at least seven of the eight exercises on page 4:2.
- \_\_\_\_\_ 3. I wrote "I Messages" for two of my own at-home problem situations on p. 4:3.
- \_\_\_\_\_ 4. I tried several other times since the last session to use "I Messages" when I had a problem.
- \_\_\_\_\_ 5. I read Chapters 6 and 7, pp. 103-138, in Parent Effectiveness Training.

\_\_\_\_\_ Name or research number and sex.

## HOMEWORK EXERCISE #5 - PARTS A &amp; B

## PART A: IDENTIFYING WHOSE PROBLEM IT REALLY IS--ALONG WITH I-MESSAGE PRACTICE

Very frequently problems that appear difficult become easy to solve as soon as it is clear exactly who owns the problems. But before a situation can actually be a problem for a specific person, that person's life has to be affected in some tangible and noticeable way by the precise 'problem' situation. That is, before you actually own the problem, the satisfaction of your own personal needs must be tangibly and actually hindered by that problem situation.

When you own a problem, it's usually most helpful to send an honest I-message to the one causing your problem about the situation causing your problem. The best I-messages have three parts; they can generally be made to take the following form: 1) I feel... 2) when... 3) because...

In each of the following problem situations, someone is actually hurting, has unmet needs, owns a problem. It is very important that you be able to: a) identify whose problem it really is, and b) have that person send a good three part I-message.

Problem Situation---

Example: Mom has just finished cleaning the kitchen floor. Her son comes in with his play shoes full of mud. He gives her a cheery "Hi" and walks across the kitchen to the family room. Mother finds herself angrily mopping up after him.

1. Mom is trying to talk on the phone but the racket from the family room is too loud for her to hear.

2. Jimmy comes in with a smile holding Bobby's favorite dump truck. Outside Bobby can be heard crying.

3. Husband Herb is reading his newspaper after dinner. Wife Wilma wants him to go shopping with her now.

- a. Who owns the problem?
  - b. What is a good three part I-message that person could send?
- a. Mom owns
  - b.(1) I feel (get) discouraged
  - (2) when you track across my clean floor
  - (3) because I don't have time to mop again.
- a.
  - b.(1)
  - (2)
  - (3)
- a.
  - b.(1)
  - (2)
  - (3)
- a.
  - b.(1)
  - (2)
  - (3)

Problem Situation

4. Barbara wants a new bicycle, but her parents have already told her "No."
- a. Who owns the problem?  
b. What is a good three part I-message?
- a.  
b.(1)  
(2)  
(3)
5. Jeff comes into class late thereby interrupting the teacher's discussion.
- a.  
b.(1)  
(2)  
(3)
6. Henry has plans to take his family out to dinner at 6:00. The boss asks him to finish a report which will take him 'til 6:30.
- a.  
b.(1)  
(2)  
(3)
7. Verna is planning to have Cornish hens for dinner guests this evening. The butcher indicates that he doesn't have any.
- a.  
b.(1)  
(2)  
(3)
8. Father wants to take his car out of the garage, but the kids have left several of their toys in the driveway.
- a.  
b.(1)  
(2)  
(3)
9. Joe finds he doesn't have enough money for the prom. He asks his Dad if he can take money out of his own savings account.
- a.  
b.(1)  
(2)  
(3)
10. George has asked Carol to the prom. Carol declined because she had already accepted Joe's invitation.
- a.  
b.(1)  
(2)  
(3)

PART B: Changing the environment to eliminate problem situations.

frequently problems can be eliminated without the need for changing yourself or the other person; merely changing the environment may be enough.

What change(s) in the environment may simplify or eliminate the problem aspects of the following situations?

Life Situations With Environmental Aggravations

Example: Children are playing very boisterously as the TV blares and your tension level rises.

Suggested Changes In Environment

Perhaps turn the TV down or off.  
Make an appealing quieter game available. Shut the door to their play area.

- |   |     |
|---|-----|
| 1. Son George always goes back to sleep after his mother has called him for school.   | 1.  |
| 2. Mother never finds son's dirty laundry in the laundry area under the chute.  | 2.  |
| 3. Judy's closet floor is cluttered with her toys making it impossible to find her shoes.   | 3.  |
| 4. George complains because his brother Jerry plays his stereo when George is trying to study.  | 4.  |
| 5. The teacher does not like the talking during her classroom explanation.  | 5.  |
| 6. Wife Wilma and husband Henry have a double bed. Wilma always needs several covers to keep warm, Henry only needs one, or he is too warm and can't sleep. | 6.  |
| 7. George and Stephen always get into a hitting game with each other at the dinner table. This disturbs everyone at dinner.                                 | 7.  |
| 8. Fred can never find what he wants to wear in the morning, and he gets very angry.  | 8.  |
| 9. Martha always has to make several trips to the grocery store during the week because she forgets things she needs.                                       | 10. |

Life situations with  
environmental aggravationsSuggested changes in  
the environment

10. Mary often forgets her lunch when  
going to school.

10.

Below give two of your own at-home environmental aggravations and suggested changes.

11.

11.

12.

12.

Reading selection: Now read Chapters 8 and 9, pages 139-163 in the textbook.

Suggested motto: I CAN BE A WINNER WITHOUT MAKING HIM A LOSER.

P.S. Please check (X) the items below that indicate the exercises you have done.

- \_\_\_\_\_ 1. I completed at least eight of the ten written exercises in Part A.
- \_\_\_\_\_ 2. I completed at least eight of the ten written exercises in Part B.
- \_\_\_\_\_ 3. I have read Chapters 8 and 9, pages 139-163, in Parent Effectiveness Training.
- \_\_\_\_\_ 4. I consciously and deliberately sent at least two three-part I-messages since last session.
- \_\_\_\_\_ 5. I changed at least two situations in my home environment to eliminate problems since the last session.

\_\_\_\_\_ Name or research number and sex.



## HOMEWORK EXERCISE #6--RESOLVING CONFLICTS OF NEEDS--PART I

"I can be a winner--  
without making you a loser."

Unless you are marooned on a desert island, your real needs will come into conflict with the real needs of others, especially of other family members. In such situations, both of you obviously own a problem. You have such a mutual conflict of needs when, for example, your teenager needs the car for some school or social obligation and you need it at the same time to get to a meeting.

There are three basic ways of "solving" the above problem:

Method I: Tell the teen that you must have the car to get to this important meeting, and he'll have to find another way. After all, it's your car. (Your authoritarian solution, your power, your solution, but his resentment--you win, he loses.)

Method II: He begs, whines, sulks, or threatens and argues until you give in and let him have the car. (His power, his solution, but your resentment--he wins, you lose.)

Method III: Open and honest discussion of both sets of needs revealed that if you leave ten minutes earlier, you can drop him off, and he can easily get a ride back with a buddy. (No power tactics, a mutually accepted solution--no one loses, so no resentment.)

For the following problem situations, give a feasible Method III solution or no-lose solution that could be expected to: 1) meet the needs of both parties, and 2) cause no resentment in either party.

PROBLEM SITUATION (CONFLICT OF NEEDS)POSSIBLE NO-LOSE SOLUTIONS

1. Dad wants to read his newspaper and relax. Seven year old Mary wants him to play.

1.

2. It is teenager Jack's turn to do dishes tonight, but he wants to leave immediately for the basketball game. Mother is having bridge club members at home tonight.

2.

3. George wants a new ten speed bike rather than his old one. His parents can't afford a new bike for George.

3.

PROBLEM SITUATION-(CONFLICTS OF NEEDS)POSSIBLE NO-LOSE SOLUTIONS

4. Suzie and Mary both want to play "dress-up" with Mom's old formal.

4.

5. Husband David wants to watch the football game this afternoon and wife Ellen wants him to go shopping with her.

5.

6. Teenager Gary wants very much to go skiing with his buddies, but Mom, Dad, and Grandma want him to visit with the family at Grandma's.

6.

7. Mona Wants Joanne to help with the weekly cleaning. Joanne wants to go shopping with her friends for the day.

7.

8. Seven year old Alice does not want to go to school today. She wants to stay home and be with Mommy. Mommy has planned to go to the hairdresser and play bridge.

8.

Below give two of your own at-home situations that show(ed) conflicts of needs. Then on the right side of the page, give possible no-lose solutions to the conflicts.

9.

9.

10.

10.

## RESOLVING CONFLICTS OF NEEDS - 3

Some do's, don't's, and maybe's...

DO	DON'T	MAYBE
1. ...try to meet needs of both people involved	...use an authoritarian power play	...the other person will learn self-discipline and self-responsibility
2. ...clarify your needs	...let the other person guess what your needs are	...needs will be more easily met when defined
3. ...try to have your needs met	...always be the "loser" giving in to the other's need	...you'll both win
4. ...remember the other person feels his needs are important	...belittle his "needs"	...you'll be able to understand the importance of the other guy's need
5. ...try Method III	...get into Method I or Method II	...everyone's needs will be more closely met

Now read Chapters 10 and 11, pages 164 - 215, in Gordon's Parent Effectiveness Training.

P.S. Please check (X) which of the homework activities you performed:

- \_\_\_\_\_ 1. I completed at least six of the first eight written exercises.
- \_\_\_\_\_ 2. I completed exercises 9 and 10.
- \_\_\_\_\_ 3. I read Chapters 10 and 11, pages 164-215 in Parent Effectiveness Training.
- \_\_\_\_\_ 4. I seriously tried to use the Method III approach at least once since the last session (when other and I shared a problem).
- \_\_\_\_\_ 5. Several times since the last session I deliberately used active listening when other had a problem and I-messages when I had the problem.

\_\_\_\_\_ Name or research number and sex.

## HOMWORK EXERCISE #7

### THE SIX STEPS IN METHOD III PROBLEM SOLVING

"I can be a winner--  
without making him a loser."

Before attempting the exercise below, read now Chapters 12 and 13, pages 216-264, in Parent Effectiveness Training; this portion deals with the powerful no-lose method of problem solving. Concentrate especially on pages 237-247.

After reading these two chapters, practice is needed to master and understand the newly learned skills. So, during this week, be alert for problems that you can tackle with this method, and try hard to use the first five of the six steps in the Method III approach. Be very honest and open with the child or spouse; tell him you are learning about this new method of dealing with difficulties and disagreements. Tell him of your need to keep some notes--also of your need for his help.

You may even find your tape recorder very helpful--as many parents have. After a successful or unsuccessful problem solving session, you can play the tape back and analyze what was right or wrong--what made the session succeed or fail. Or you can go over your notes with your spouse and/or your child to see which of the first five steps of Method III may have been neglected:

1. Was the specific problem or conflict area identified clearly enough for both parties? Did you both understand each other's needs?
2. Was the brainstorming session for possible solutions done without evaluating those suggestions until after both parties were satisfied that enough possible solutions had been produced? Were these suggested solutions written down?
3. Were both parties open and honest in helping evaluate the best solution(s)? Were the needs and feelings of both parties respected at this stage? Or did someone stubbornly hold out without appreciating other's needs?
4. With both persons' needs considered, are both satisfied that this is the best of the suggested solutions--and that it will work?
5. Have all details been spelled out and agreed on as to who does what by when? Was there a need for a written agreement or contract here? Did both parties agree to and sign the contract (in a more involved problem)?

If one or both of you can identify which step broke down, you are ready to go back to that step and try it again. Active listen his concerns, and I-message your concerns.

Success in these efforts at no-lose problem solving and conflict resolution is most important; the extra efforts now will pay tremendous dividends quite soon--as soon as you and other come to respect and trust each other fully enough to really believe that great motto: "I can be a winner without making him a loser."

(over)

DESCRIBE BELOW in detail two of your recent attempts at using Method III to resolve a real conflict of needs. If successful, identify as many of the above five steps as possible. If your attempt was not successful, try to analyze here how and why it failed. What can you do to make it succeed next time?

A. Attempt #1 at using Method III:

B. Attempt #2 at using Method III:

## HOMEWORK EXERCISE #7 - 3

A few do's, don't's, and maybe's...

DO	DON'T	MAYBE
1. ...clearly identify the problem area	...generalize problems	...you'll both be working on the same problem
2. ...brainstorm possible solutions	...evaluate while brainstorming	...more "no-lose" solutions will develop
3. ...try to meet the needs of both people involved	...just be concerned with meeting your own needs	...both persons will respect each other's needs more
4. ...discuss and find an agreed on "best" solution	...just pick the one that best suits your need alone	...a lot of resentment will be avoided
5. ...define the specifics of the agreement or solution	...just assume that you both understand all the details of carrying out the agreement	...the agreement will be accepted in the same manner by both parties
6. ...follow through on your part of the solution	...cheat on the details of the agreement	...the solution will work for both of you

P.S. Check below (X) which of the homework activities you did:

- \_\_\_\_\_ 1. I did exercise A on page 7:2.
- \_\_\_\_\_ 2. I did exercise B on page 7:2.
- \_\_\_\_\_ 3. I did the written exercise on values, page 7:4.
- \_\_\_\_\_ 4. I read Chapters 12 and 13, pages 216-264, of Parent Effectiveness Training.
- \_\_\_\_\_ 5. I have deliberately used both my skills of active listening feedback and I-messages at least three times each since last session.

\_\_\_\_\_ Name or research number and sex.

## VALUES EXERCISE FOR SESSION VIII

Put an "X" through the letter on the right that indicates your degree of agreement or disagreement with each of the following value statements. Capital "A" means strong agreement; small "a" means moderate agreement; small "d" means moderate disagreement; and capital "D" means strong disagreement with the statement. Do this exercise now, and bring it to session eight with you. You will need this exercise at the next session; however, do not turn this sheet in with exercise #7. Rather detach it and keep it for further discussion with your spouse.

- |  |         |
|--|---------|
| 1. A parent should never be made to look wrong in a child's eyes.  | A a d D |
| 2. Children should fear their parents to some degree.  | A a d D |
| 3. A child has a right to have and express his own point of view.  | A a d D |
| 4. Eleven year old children are responsible enough to make a lot of independent decisions.                               | A a d D |
| 5. Parents must earn the respect of their children.  | A a d D |
| 6. Attendance at school should not be compulsory for 11 year olds.   | A a d D |
| 7. Spanking teaches children to be violent and use force.  | A a d D |
| 8. A child of 15 should be allowed to vote in local elections.   | A a d D |
| 9. Dad should have the final say-so in big family decisions.   | A a d D |
| 10. Woman's place is in the home.  | A a d D |
| 11. Women are more effective than men in dealing with 11 year olds.  | A a d D |
| 12. It is better to give a child a regular allowance than to pay him for helping with chores around the home.            | A a d D |
| 13. Children should feel free to discuss their feelings and questions about sex and sexuality with their parents.        | A a d D |
| 14. Eleven year olds should be able to decide whether or not they will attend church.                                    | A a d D |
| 15. The grades 11 year olds earn in school are basically their own business.   | A a d D |
| 16. Ten year old children do not have much of importance to contribute to family discussions and family decision making. | A a d D |
| 17. Children must obey their parents to become good adults.  | A a d D |
| 18. Sexual stimulation through pictures and masturbation is healthy and natural.   | A a d D |
| 19. Children should have the final say in picking their friends.   | A a d D |
| 20. Children should not question the values of their parents.  | A a d D |

# HOMEWORK EXERCISE #8

- I. (Top priority) Complete the "Course Evaluation Survey." Please be as helpful as you can in this important task.
- II. Read chapters 14, 15, and 16, pages 265-306, in the textbook.
- III. Discuss with your spouse the "Credo of My Relationships with Others" as given in the textbook (p. 305).
- IV. Discuss that "Credo" with your child(ren) if over seven years of age.
- V. Try Method III problem solving again before next session.

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A few do's, don't's, and maybe's...

DO	DON'T	MAYBE
1. ...try to meet the needs of both parties	...power play	...there will be fewer arguments
2. ...try to discuss problems according to Method III	...get into power Methods I & II	...more open communication will replace resentment
3. ...rejoice at the achievements of your children and your spouse	...expect perfection in any human being	...a more accepting atmosphere will develop
4. ...try to be aware of and accepting of conflicts of values	...turn the other person off because he sees things from a different point of view	...honest discussion will help you both understand each other's point of view
5. ...try to help everyone win	...make anyone a loser	...everyone can win

-----

P.S. Check (X) the items below that you have done.

- ☐ 1. I completed the "Course Evaluation Survey."
- ☐ 2. I have read chapters 14, 15, & 16 in the textbook.
- ☐ 3. I have discussed the "Credo of My Relationships" with my spouse.
- ☐ 4. I have discussed that "Credo" with at least one of my children.
- ☐ 5. I have used Method III at least once since last session.

\_\_\_\_\_  
Name or research number and sex.

"I CAN BE A WINNER WITHOUT MAKING YOU A LOSER."



# COURSE EVALUATION SURVEY

can help improve this course for others. Before answering this survey, recall the notes made to yourself at each of the separate sessions. Please be as helpful as you can.

How long should each of the 9 sessions be? Circle one.  $1\frac{1}{2}$ ,  $1\frac{3}{4}$ , 2,  $2\frac{1}{2}$ ,  $2\frac{3}{4}$ , 2-3/4 hrs.

The best aspect of this course was \_\_\_\_\_

How or why was this the best aspect? \_\_\_\_\_

The worst aspect of this course was \_\_\_\_\_

How or why was this the worst aspect? \_\_\_\_\_

Compared to others in the group, the leadership influence of the timekeeper was (check one)

\_\_\_\_\_ much more; \_\_\_\_\_ a little more; \_\_\_\_\_ about the same; \_\_\_\_\_ less than most.

This leadership influence was (check 1) \_\_\_\_\_ helpful; \_\_\_\_\_ neutral; \_\_\_\_\_ harmful.

I would appreciate (circle one) more--same--less timekeeper influence on the group.

I'd like a professional leader in person (circle 1) more--same--less than the tapes.

10. More time should be spent on \_\_\_\_\_

11. Less time should be spent on \_\_\_\_\_

12. Other ways to improve this course: \_\_\_\_\_

13. Should this course be available to school teachers? Circle one. Yes--No.

14. How important is it that teachers take this course? Check one.

\_\_\_\_\_ extremely; \_\_\_\_\_ very; \_\_\_\_\_ little; \_\_\_\_\_ of no importance.

15. I answered #14 as I did because \_\_\_\_\_

16. For me this course was (circle one) very helpful--somewhat helpful--a waste of time.

17. As a communication and problem solving skills building course, I would rate it (check 1)

\_\_\_\_\_ excellent; \_\_\_\_\_ very good; \_\_\_\_\_ mediocre; \_\_\_\_\_ poor; \_\_\_\_\_ very poor.

18. My group ordinarily met on (circle 1) Sun.--Mon.--Tue.--Wed.--Thu.--Fri.--Sat.

19. Suggestions regarding homework exercises \_\_\_\_\_

20. Suggestions regarding the notes and outlines \_\_\_\_\_

(over)

(Attach separate sheet if needed for more names, addresses and phone numbers.)

Let your mind range free as you give any further comments, general or specific, about the course:

(circle 1) give--refuse permission to use these remarks in publicity about this course.

Please be sure to return this completed survey at Session 9; if this is impossible, mail it. I appreciate it when you cooperate generously, because it helps me become more productive.

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## APPENDIX C

# *Schaumburg Township Elementary Schools*

## *Community Consolidated School District 54*

804 WEST BODE ROAD

SCHAUMBURG, ILLINOIS 60172

WAYNE E. SCHAIBLE  
Superintendent of Schools  
312-529-4200

August, 1974

Dear Fifth Grade Parents in the Eisenhower Junior High Area:

This is going to be a long letter, but you will see how it is all necessary. So please don't drop it in the wastebasket until you understand each part of it.

As your school psychologist, I am helping to serve this area of District 54. As fifth grade parents in the Eisenhower area, you now have the unique opportunity to take advantage of a sophisticated and expensive family problem solving and communication skills building program at almost no monetary cost to you. This unique opportunity exists simply because I am now doing my doctoral research on the effects that a problem solving and communication skills training program for parents has on their fifth grade children's levels of self-esteem and school achievement.

It is not easy for me to write this paragraph, but it is necessary. For the controllability of this research project, single parents or parents without partners must be excluded from it. I deeply regret that this exclusion is scientifically necessary. Hopefully, I will be able to design a somewhat similar program for single parents later, but it is presently impossible due to lack of time, not to lack of need or interest. Therefore, for this present experiment, only families with both parents (natural, step, foster or adoptive) may participate. Please try to understand.

I am licensed to teach the famous Parent Effectiveness Training (P.E.T.) course, but this course ordinarily costs from \$110.00 to \$130.00 per couple. I consider this far too expensive, even though it is a very good course indeed. So my research project is to determine the effectiveness of a modified version which eliminates all the expense but \$10.00 per couple.

Last spring I piloted the experimental nine week program of Parent Education Discussions (P.E.D.) here in District 54 with selected parents. Those parents really enjoyed the course and profited from it. Now I need your help in order to study more scientifically the effectiveness, for both parents and children, of a much less expensive version of P.E.D.

I obviously need your help as parents, for it is only through you that I hope to achieve the raised levels of self-esteem and achievement in your fifth grader. No change in your child's own program will be made, although I will need to test the children before and after the nine week parent program. The children's tests are standard group administered tests that are used nationwide and have been used in District 54 for years, namely, the Coopersmith Self-Esteem Inventory and the California Achievement Test.

Though this course is almost free of monetary charge, there are the following commitments that you need to consider before volunteering for participation:

- I. Eleven weekly two hour meetings from mid-September to the end of November. Husband and wife may attend these sessions together or separately, being able therefore to provide their own sitter services.
  - A. First and last sessions are for gathering parent data. Three group administered questionnaires will be used for this purpose:
    1. Parent Attitude Research Instrument---a standard instrument widely used to help determine parents' opinions about varied family situations. Parents simply indicate their agreement or disagreement with statements about various family situations.
    2. California Psychological Inventory---a standardized and widely used true-false type of group psychological test for normal American adults.
    3. Child Behavior Rating Form---parents rate the frequency of described child behaviors as they apply to their fifth grade child.

All of the research data on parents as well as children will be kept confidential and will be statistically analyzed and written up in such a coded fashion that the results will remain impersonal. However, if you request it before I destroy the actual tests, I will discuss your own (and your child's) personal results with you after the experiment is over.

- B. Nine regular weekly meetings - Tape Assisted Parent Education Discussions (T.A.P.E.D.)

Small groups of parents meet to discuss how to tackle home, family and school problems. These discussion groups are instructed and directed in discussion by intermittent tape recordings. After a point is presented by the tape, the group then discusses and practices in order to develop that particular communication or problem solving skill. A small amount of reading and homework each week will be a part of the commitment to these sessions.

II. Introductory meeting---If you and your spouse feel that you might like to participate but would first like to know more about the program, please come to an introductory meeting to give us a chance to get your questions answered. This meeting will be held in the Eisenhower Junior High School Cafeteria at 8:00 p.m., Tuesday, September 10. Please mark the date on your calendar.

If, on the other hand, your questions are adequately answered by the enclosed materials and you do not feel the need for the introductory meeting, please fill out the enclosed "Volunteers' Survey," make your \$10.00 check payable to Parent Education Discussions, and mail both back to me at Eisenhower in the enclosed envelope. The \$10.00 is your only expense. It covers registration, the cost of your textbook (one per couple), and other printed materials. The \$6.95 textbook and other materials will continue to be of real value to you after the course is finished.

If you come to the September 10 introductory meeting, please clip off the lower portion of this page and mail it to me at Eisenhower in the enclosed envelope. For those new in the area, Eisenhower is at 800 W. Hassell Road and Jones Road, Hoffman Estates. (Bring enclosed Survey form along--if you remember to do so.)

If you volunteer to participate, I will notify you of your regular meeting time(s) trying to honor your choice(s) of times. In the event, however, that there are too many volunteering couples for this research, I will refund your \$10.00.

Yours for better communication and happier families,



Stephen Uhl, School Psychologist  
Eisenhower Junior High School  
800 West Hassell Road

---

\_\_\_\_\_, Yes, we will attend the introductory meeting, Sept. 10, at 8:00 p.m.

Signed: \_\_\_\_\_

Address: \_\_\_\_\_

VOLUNTEERS' SURVEY

Husband's name \_\_\_\_\_ Wife's name \_\_\_\_\_  
(Please print full names)

Address \_\_\_\_\_ Phone no. \_\_\_\_\_

Fifth grader's name \_\_\_\_\_ Birth Date \_\_\_\_\_

School this child attends \_\_\_\_\_

We would like to participate in the eleven week parent problem solving and communication training program described. We understand that if we are selected to take part in this research it will be very important that we participate in all or nearly all of the eleven two hour sessions.

Possible meeting times: Mon. 7:00, 7:30, 8:00; Tues. 7:00, 7:30, 8:00;  
Wed. 7:00, 7:30, 8:00 (evenings)

Husband's choices (days and times) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

Wife's choices (days and times) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

We will attend the sessions: together separately (circle one)

Saturday morning make-up session if regular session is missed that week:

9:30, 10:00, 10:30

Husband's choices of Saturday make-up meeting times 1st \_\_\_\_\_ 2nd \_\_\_\_\_

Wife's choices of Saturday make-up meeting times 1st \_\_\_\_\_ 2nd \_\_\_\_\_

APPROVAL SHEET

The dissertation submitted by Stephen F. Uhl has been read and approved by the following Committee:

Dr. Anne M. Juhasz, Chairperson  
Professor of Educational Foundations, Loyola University

Dr. John Wozniak  
Dean, School of Education and  
Professor of Educational Foundations, Loyola University

Dr. Jack Kavanagh  
Assistant Professor of Educational Foundations, Loyola University

Dr. Judith A. Lewis  
Assistant Professor of Guidance and Counseling, Loyola University.

The final copies have been examined by the director of the dissertation, and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date

May 15, 1975

Director's Signature

Anne M. Juhasz